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ABSTRACT

This report gives the findings of two surveys of high school seniors on their views of leadership, conducted for Sylvan Learning Centers and the National Association of Secondary School Principals. One survey was conducted by mail with students who were named as one of their states' Sylvan/NASSP "Century III Leaders." The second survey was conducted of high school seniors nationwide. The goals of this project were to reveal the factors shaping America's next generation of leaders and to pinpoint whether leadership skills and standards are undervalued as a critical element. The project was designed to profile, indepth, the attitudes, opinions, and beliefs of the 102 high school seniors. In general, the survey allowed for a comparison of the opinions of these emerging leaders with those of their peers. The main distinction between the student leaders and their peers is that these leaders may have placed a stronger value on issues regarding leadership and showed evidence that they have carried out their goals and acted on their opinions. High school seniors are as interested as the Century III Leaders in having programs available that offer opportunities in developing leadership skills. (Contains 36 tables.) (KDP)

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VOICES FROM THE FUTURE: STUDENTS SPEAK OUT ON AMERICA'S EMERGING LEADERSHIP CRISIS

Results of a Survey of "Century III Leaders" Scholarship Winning High School Seniors and High School Seniors Nationwide

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Conducted on Behalf of: Sylvan Learning Centers and the National Association of Secondary School Principals

MARCH 1994

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CENTURY III LEADERS

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INTRODUCTION AND OVERVIEW

This report gives the findings of two surveys of high school seniors on their views of leadership, conducted for Sylvan Learning Centers and the National Association of Secondary School Principals. One survey was conducted by mail with students who were named as one of their states' Sylvan/NASSP "Century III Leaders." The second survey was conducted of high school seniors nationwide.

All high school seniors in the country were eligible to submit an entry for Century III Leaders. All entrants were required to complete a survey on current events, fill in a curriculum vitae and write a two-paragraph essay on a particular public policy issue. Each school reviewed their students' submissions and selected one representative from their institution whose entry was forwarded to a state selection committee.

These committees, in turn, reviewed all entries and selected ten who were then interviewed personally. From this pool of ten students, two finalists and one alternate were selected as that state's delegates to attend a national conference of Century III Leaders sponsored by Sylvan and NASSP in Baltimore, Maryland from March 19 through 23.

On February 4, 1994, a questionnaire was mailed to each of the 102 state delegates (2 from each state and 2 from Washington, DC). Ninety-five questionnaires were returned by the deadline of February 18 and the responses were then tabulated.

The telephone survey of 501 High School Seniors consisted of a shortened version of the mail questionnaire, covering key questions for comparison with the Century III Leaders. This survey was fielded between February 12, 1994 and February 17, 1994, by National Family

Opinion, Inc.

Sylvan and NASSP commissioned the Ketchum Public Relations Research and Measurement Department to design and analyze the results of each survey.

The goals of this project were to reveal the factors shaping America's next generation of leaders and to pinpoint whether leadership skills and standards are undervalued as a critical element in academic study. The project was designed to profile, in-depth, the attitudes, opinions and beliefs of the 102 high school seniors who have been recognized for their leadership achievements. The companion survey of high school seniors, in general, allowed for a comparison of the opinions of these emerging leaders and their peers.

The study also set out to explore some of the influences that may promote or discourage students' interest in becoming leaders, from lifestyle/environmental factors to role models and mentors.

About this Report

The Executive Summary of this report presents a highlight narrative of the major findings of both surveys, while the section entitled Detailed Findings presents the results for each question in the survey of Century III Leaders and of the high school seniors nationwide. Documentation of each finding appears in the tables that accompany the report and the topline questionnaires that appear after each respective chapter.

A separate volume of this report contains a complete set of computer printouts for each of these surveys.

Guidelines When Releasing Surveys for Publicity

The Ketchum Public Relations Research and Measurement Department has established a set of guidelines that it recommends should be followed whenever surveys are released for publicity. A copy of these guidelines appears as Appendix A of this report.

In accordance with the Code of Ethics of the American Association for Public Opinion Research—to which Ketchum Public Relations adheres whenever we conduct research—we shall hold as privileged and confidential all information regarding the identity of survey respondents. We invite executives of Sylvan and NASSP to join us in adhering to this code. A copy of the AAPOR Code of Ethics appears in this report as Appendix B.

Questions pertaining to the research design and methodology, or interpretation of the findings of this research may be directed to Ms. Elizabeth Kehler, Research Project Coordinator, Ketchum Public Relations Research and Measurement Department. Ms. Kehler's direct dial telephone number is 212/536-8742.

KETCHUM PUBLIC RELATIONS
RESEARCH AND MEASUREMENT DEPARTMENT
NEW YORK, NEW YORK

March, 1994

EXECUTIVE SUMMARY

Presented in this Executive Summary are the major findings of two surveys of high school seniors that were conducted by the Ketchum Public Relations Research and Measurement Department on behalf of Sylvan Learning Centers and the National Association of Secondary School Principals (NASSP). These findings are fully documented in the chapters, tables and computer tabulations that follow.

Two groups of students were surveyed for this study. One group consisted of high school seniors who have been selected by their states and recognized as Century III Leaders by Sylvan Learning Centers and NASSP. The second group of students included a representative sample of high school seniors nationwide.

As America moves into the year 2000, what can the country expect from the leaders of tomorrow? Sylvan Learning Centers and NASSP set out to answer this question by going straight to the students who are the future and asking them about their attitudes regarding leadership: how much they value leadership, how much their families and educators value it and how important it is for them to attain leadership skills in their lives.

Seniors who are in high school today are the first class of students to have started their high school years in the '90s. They entered their high school years as cutbacks were being made at the expense of student activities funding in many schools. This study explores how, if at all, these students think cutbacks have affected the types of programs where students may have learned leadership skills, and where else students may turn in the absence of these programs.

Students' Personal Views On and Development of Leadership Skills

The good news to come out of this study, according to the responses from these students, is that tomorrow will have its share of leaders. Not only are leadership skills valued by the Century III Leaders, but their peers, the high school students who were part of the general survey, also value leadership. Both view the same qualities as important for leadership and most define themselves as leaders in their school activities. A large percentage of high school seniors set personal and classroom goals for themselves.

As can be seen in Chart 1 on Page 16, the qualities for leadership that high school seniors considered very important were not so different than those of the Century III Leaders. All students considered behaving ethically, serving others and having "street smarts," or common sense to be among the top five qualities that they considered to be very important for leadership.

The Century III Leaders were more likely than their peers to consider such things as possessing character and having the ability to affect change as very important qualities for leadership. High school seniors, in general, placed greater importance on being well educated and being intelligent.

The Century III Leaders, who were chosen by their state as examples of leadership and displayed an active approach to achieving positions of leadership, were less likely than their high school peers to have said that people are just "born leaders."

Not surprisingly, virtually all of the Century III Leaders surveyed said that they thought of themselves as a leaders in their school-related and student activities. But it is interesting to note that two-in-three of the high school seniors nationwide also said that they consider themselves to be leaders.

The majority of these high school seniors reflected, even more closely, the views of the Century III Leaders in that high numbers in both groups reported that they do set specific goals and standards for personal achievement in their classroom work and in such student activities as student government, sports, music and clubs.

The student activities that are important to these students overall, shown in Chart 2 on Page 17, reveal few differences between these two groups of students. Both Century III Leaders and high school seniors reported that they place importance on doing community volunteer work, participating in student government and getting involved in inter-scholastic sports and fine arts programs. The high school seniors, who included being well-educated and being intelligent among the most important qualities for leadership, were more likely than the Century III Leaders to place importance on participating in supplemental learning centers or tutorial programs.

The greatest difference among the personal attitudes and behaviors among the Century III Leaders and high school seniors, is the amount and types of non-classroom activities in which they are involved. All of the Century III Leaders said they have done some community volunteer work. Twice as many of these student leaders compared to their high school peers reported that they have participated in student government. Interestingly, while high school seniors placed greater importance on supplemental learning and tutorial programs, it is the Century III Leaders who reported being twice as likely as their peers to have actually participated in such an activity.

How Students Feel Their Teachers and Schools View and Practice Leadership Development

The Century III Leaders ranked student activities, such as student government, school clubs or other organizations, and the classroom as second and third on their list of important

places where students learn the qualities and responsibilities of leadership. This focus on learning leadership skills in school is also evident, among these student leaders, in the fact that a plurality of these students said that they consider their teachers as mentors.

But when all students, both student leaders and their peers nationwide, were asked to rate on a scale of zero to 10 whether schools, in general, are doing a very poor job or an excellent job in training students to be leaders, each group of students gave school an average rating of doing a fair to poor job. As is evident in Chart 3 on Page 18, the Century III Leaders were more critical of the schools than were high school seniors.

In evaluating their teachers, in general, students are also somewhat critical regarding what their teachers are doing, regarding leadership skill development. The Century III Leaders were most critical, with more than half saying that their teachers do not focus class discussion very much on leadership issues or stress the importance of leadership in parent/teacher conferences. High school seniors in general were most critical about the fact that teachers are not significantly focusing class discussion on leadership issues.

All students were more likely to credit their teachers with setting examples of leadership themselves.

How Students See Their Parents' Views and Practices Regarding Leadership Skill Development

The environment in which students live day-to-day can have a great affect on the goals and opportunities they seek for themselves. According to the Century III Leaders, parents have had at least some influence on the personal performance goals these students have set for themselves. In fact, half of these student leaders said that their parents have had a great deal of

influence.

Both groups of students were asked about what a parent or family member has or has not done to encourage them to learn leadership skills. The family environment illustrated by these students' responses to these statements displays some interesting differences in the day-to-day lives of student leaders and their peers. But the differences that are revealed are possibly not what one might expect.

The high school seniors across the nation who were surveyed were actually slightly more likely, and much more likely in certain instances, than their student leader counterparts to report an active approach from a parent or family member in encouraging them to learn leadership skills. One might surmise, however, that since these students have excelled as leaders and been recognized as such, active parental guidance and direction may be less needed.

According to a great majority of today's high school seniors, whether they are recognized as leaders or not, a parent or family member is setting leadership examples for them to follow and giving them the freedom to try new activities. However, high school seniors report a much higher involvement by parents or family members than do Century III Leaders, especially when it comes to identifying activities and directing their sons and daughters toward them, and requiring these students to participate in activities. The majority of Century III Leaders said that their parents do not require them to participate in activities. See Chart 4 on Page 19.

The Century III Leaders were asked a more in-depth questions about their family life than were the high school seniors nationwide, to understand in greater depth what is driving and influencing these students who have proven themselves to be successful leaders.

These leaders name home as the number one place where most students learn the qualities

and responsibilities of being leaders. And more than one-in-three named their mother as a person whom they consider to be a mentor to them. When they were asked how well people in different profession set the standards of leadership in America today, three-quarters reported that they felt their parent or guardian set this standard of leadership "very well," in their opinion.

Role Models

In order to get a broader picture of people who influence high school seniors today, each group was given a list of profession from which there were then asked how well, in their opinion, people in each profession set the standards of leadership in American today. The survey of high school seniors nationwide included a reduced list from the one presented to the Century III Leaders. Chart 5 on page 20 represents the comparisons of the similar professions judged by both groups surveyed.

While the three professions that both groups felt set leadership standards very well were exactly the same, there were some interesting differences in comparing all professions the students were asked to judge.

Half of the Century III Leaders and four-in-10 of the high school seniors said that the President of the United States sets the standards of leadership in American *very well*. The student leaders were more likely to have said that religious leaders set leadership standards than high school students. And the high school seniors were slightly more likely that the student leaders to say that business leaders set leadership standards.

The biggest differences among the student leaders and their peers are revealed in the ratings of athletes—one-in-three of the high school seniors felt that those in those profession set

leadership standards, while only one-in-10 of the student leaders felt this way. And there was a large discrepancy in how the student leaders and their peers felt that entertainers and actors set leadership standard—one in five high school seniors felt that those in this profession do so very well compared to an extremely small number of student leaders.

These findings are reflected in the Century III Leaders survey, where each student was asked to write in the name of a person, either alive or deceased, whom they felt was a role model in such areas as a political figure, media personality, athlete, entertainer, human rights activist, author or artistic personality. (NOTE: This question was not part of the survey of high school students nationwide.) The name that appeared most often on these lists was that of Martin Luther King Jr. But mentions of Bill or Hillary Clinton followed very closely in number of mentions. Among other most-mentioned names which appeared on the student's lists were Mother Theresa, Michael Jordan and Ghandi.

Barriers to Leadership Opportunities

According to all the students surveyed, one of the major barriers to attaining leadership skills is ineffective school programs. Half of the high school seniors and more than one student leader in three reported that cutbacks in their school have caused the elimination of programs or activities that gave students opportunities to learn leadership skills.

More than eight-in-10 of student leaders and their peers reported that ineffective school programs serve as barriers to students developing leadership skills. And, of these students who said that behaving ethically is one of the most important qualities for leadership, more than eight-in-10 of the students in both groups felt that a lack of prominent role models stood in the way

of achieving leadership skills. Discrimination regarding a person's sex or a person's color were also noted barriers by more than two-thirds of all students. See Chart 6 on Page 21.

In the absence of school programs, all of the high school seniors said that they felt students would turn to doing more with friends as an alternative. Very few felt that students would make up for the cut programs in their schools by spending more time studying, going to community sponsored activities or participating in supplemental learning centers.

One-third of the Century III Leaders said that they have taken a course in leadership skills. And only slightly fewer of their peers reported that they have taken a course in leadership skills. However, as shown in Chart 7 on Page 22, these students, overall, feel strongly—and the high school seniors, in general, feel *particularly* strongly—that courses in leadership skills should be included in middle-level and high schools.

Personal Goals and Aspirations of Students

If one were to listen in on the conversations between high school seniors across the nation, talk of the future would often be the topic of conversation. While the Future is generally the second most talked about topic among high school seniors overall, student leaders' number one topic of conversation, as reported by them, was school. High school seniors said that most of their conversations involved their social life.

These students also expressed a desire to advance their education levels beyond getting a high school diploma. Century III Leaders reported the highest educational aspirations with more than nine-in-10 saying that they would like to achieve a graduate or professional degree beyond their bachelors. While not all high school seniors are planning to go quite as far, eight-

in-10 are looking to at least complete a bachelors program.

After they have achieved the level of education that they desire, both Century III Leaders and their peers alike expressed some concern that it may be difficult for them to get a job in the field that they choose. Comparatively, the Century III Leaders were slightly more likely to have said that getting a job in their field should be at least somewhat easy. See Chart 8 on Page 23. But there was a general feeling expressed by all students that they are going to have some difficulty finding a job in their field.

Earning a lot of money in their lifetime was reported to be of greater interest to high school seniors in general, compared to the Century III Leaders.

Conclusion

The gaps between attitudes among Century III Leaders and their peers are narrow, for the most part. It is evidenced by the findings that leadership development is both valued and important to these high school seniors. The main distinction between the student leaders, specifically, in comparison to their peers, is that these leaders may have placed a stronger importance on issues regarding leadership and showed evidence that they have carried out their goals and acted on their opinions. These student leaders have become achievers in their environment, but find that there is still room for improvement.

High school seniors are as interested as the Century III Leaders in having programs available that offer opportunities in developing leadership skills. Making school programs more effective, according to all students, would remove at least one major obstacle to leadership development.

As is evident in the detailed findings that follow in this report, the students who have been recognized as leaders report that participating in student activities has helped them a lot, and in a lot of ways. The majority of all high school seniors surveyed feel that they are leaders. They have recognized high ideals of what qualities they consider are important to being a leader. And they feel strongly that the opportunity to develop these skills should be available in their schools.

CHART 1

Very Important Qualities of Leadership to High School Seniors

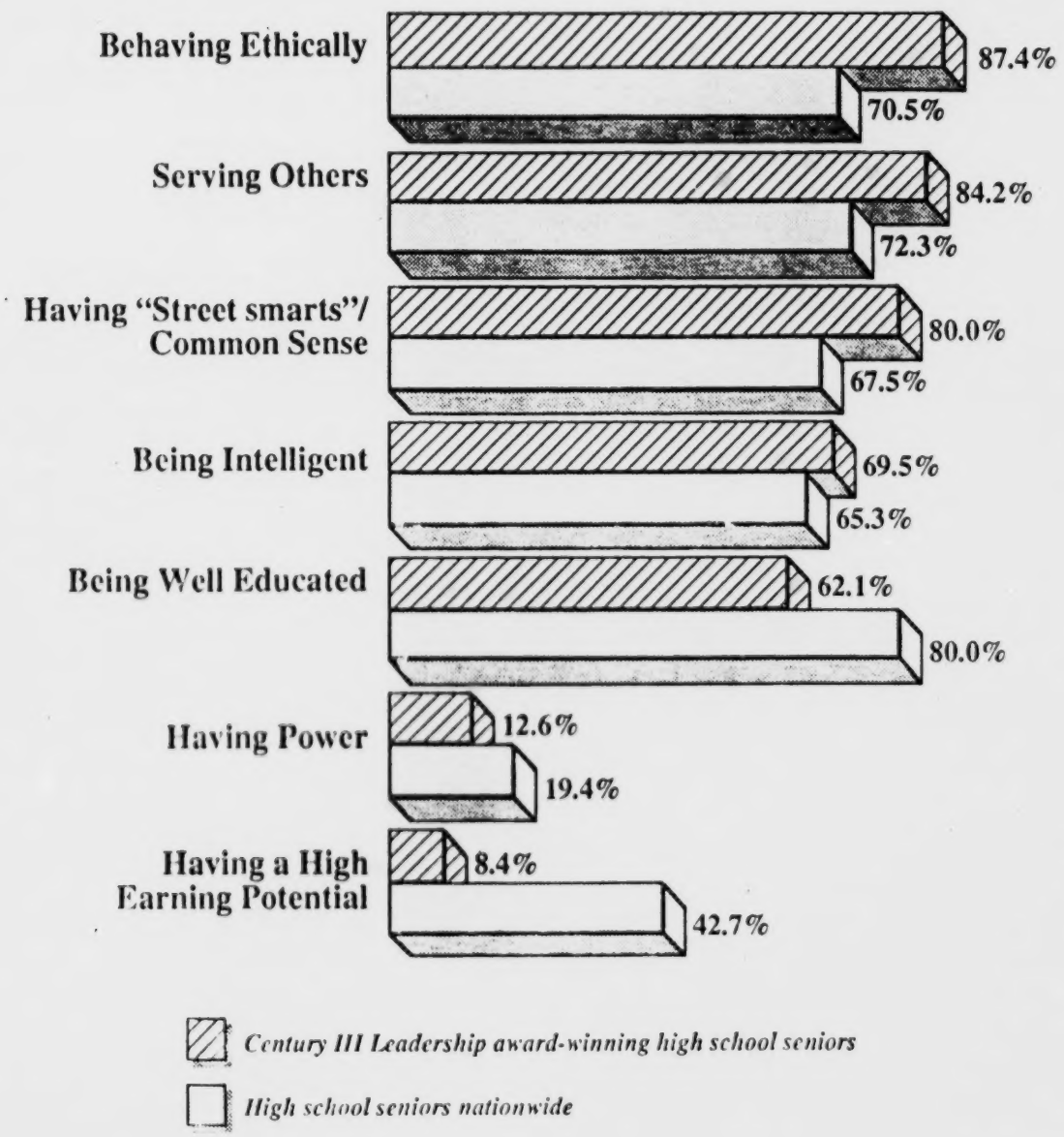


CHART 2

Afterschool Activities Students Have Been Involved In

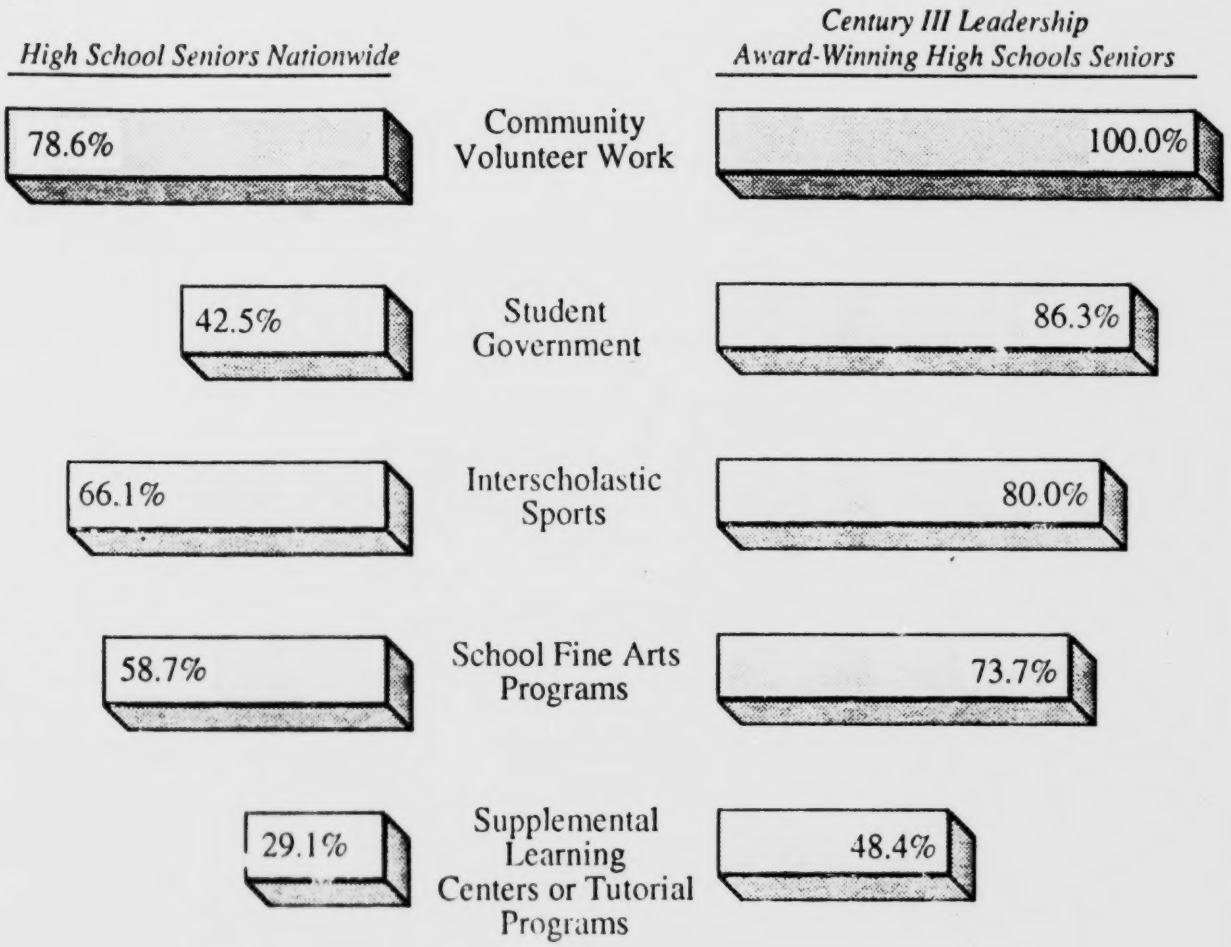
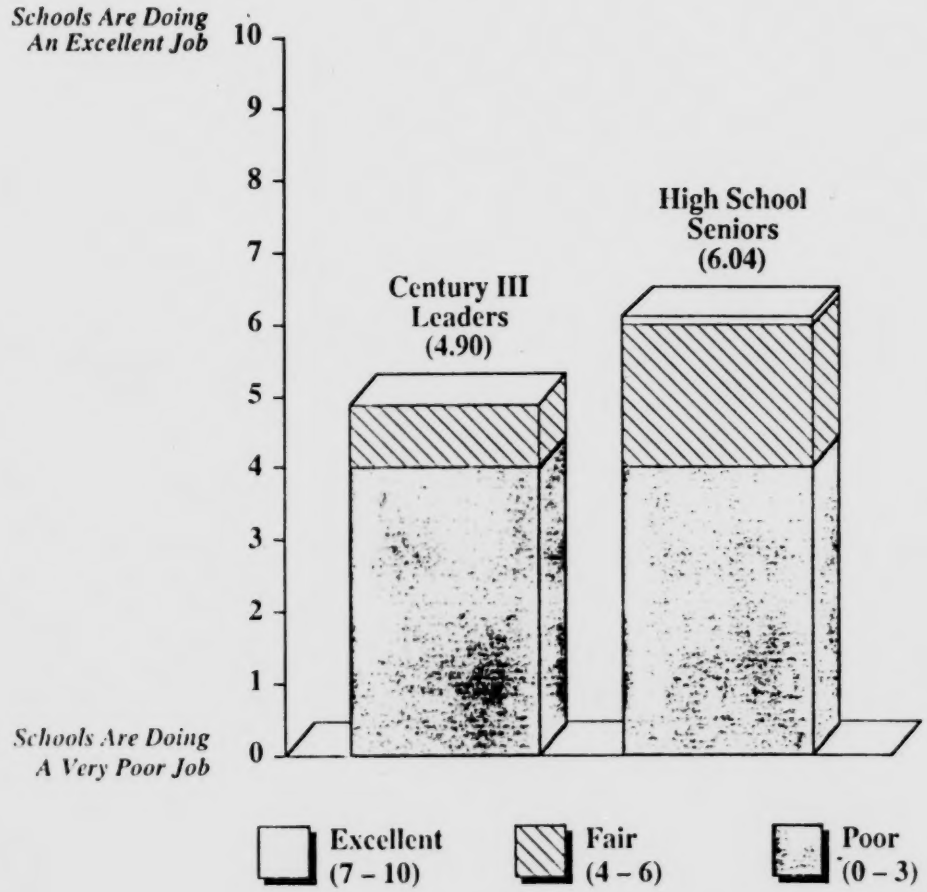


CHART 3

How Students Rate The Job Schools Are Doing In Training Leaders

(Mean Summary)*



*Mean scores were calculated from the raw scores given by students, where "0" = "very poor job"/ "10" = "excellent job".

CHART 4

What Students Say Parents Have Done to Encourage Them to Learn Leadership Skills

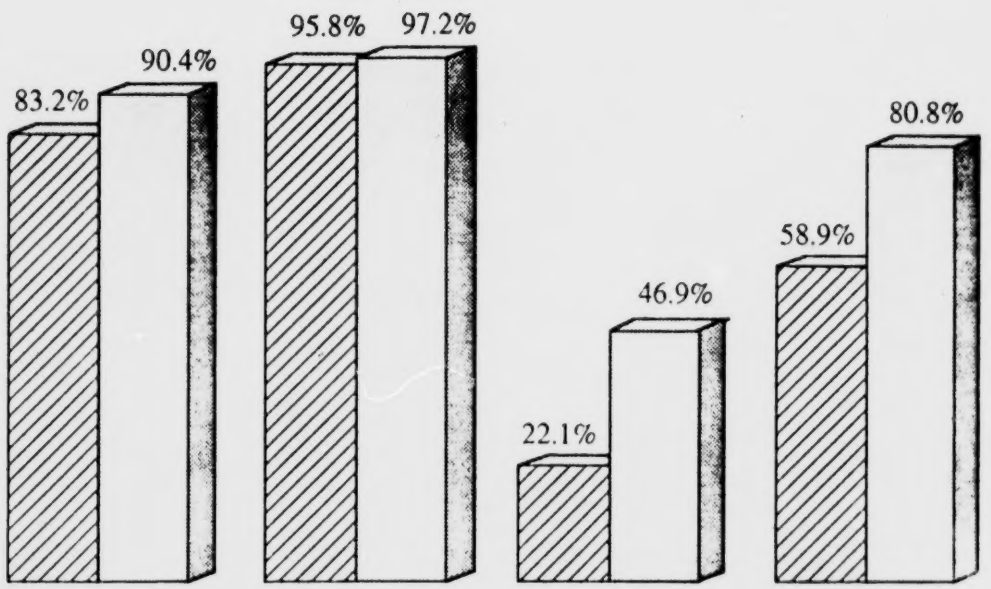


CHART 5

How Well Students Think People in These Professions Set Standards of Leadership in America

(Percent responding "Very Well")

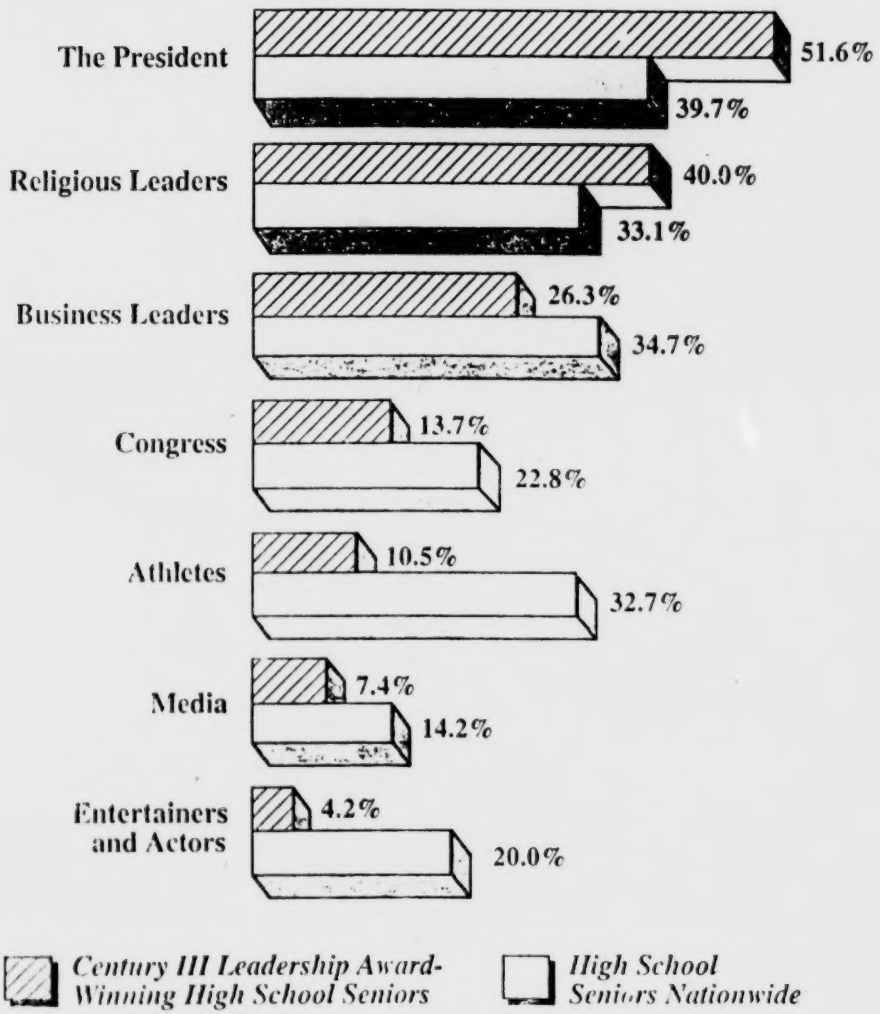


CHART 6

What Students Think Are Barriers To The Development Of Leadership Skills

(Percent responding "A Lot/Somewhat")

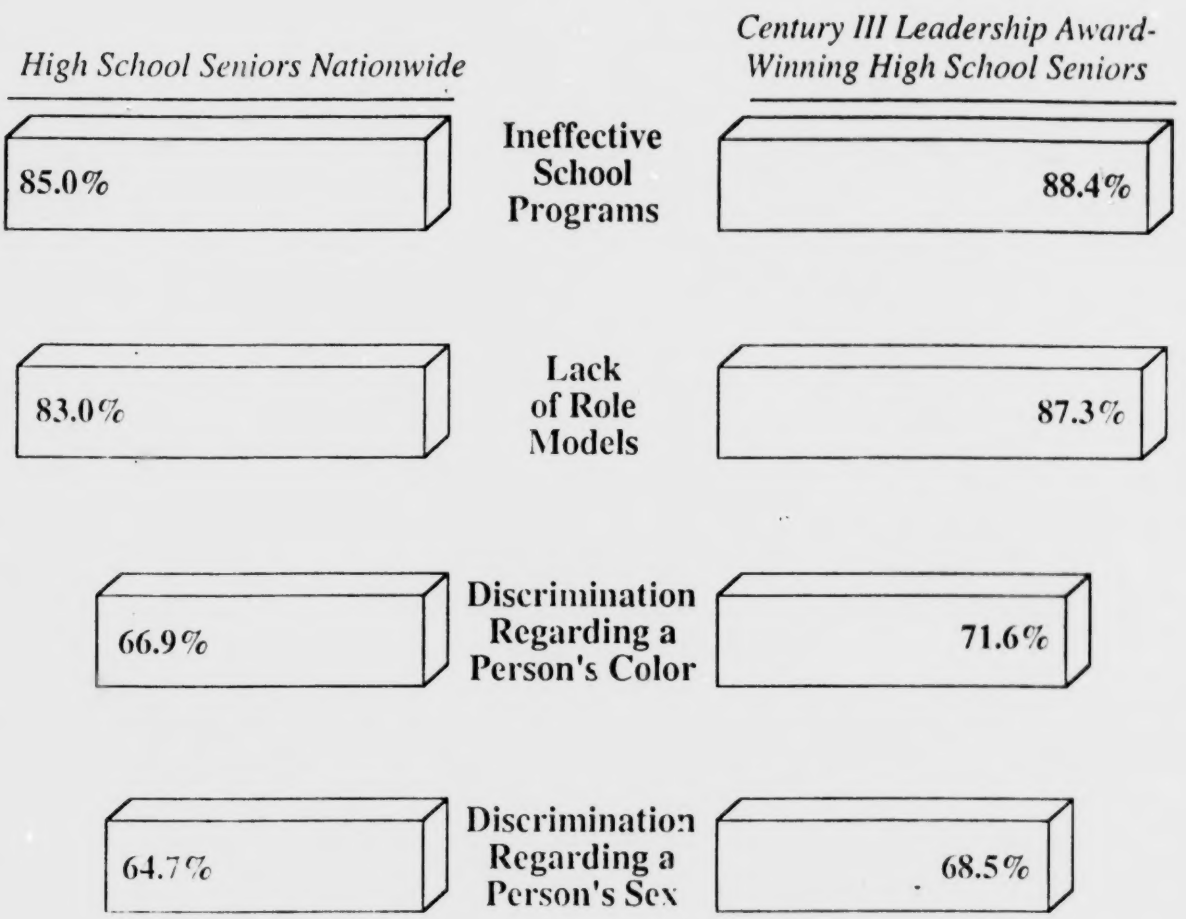
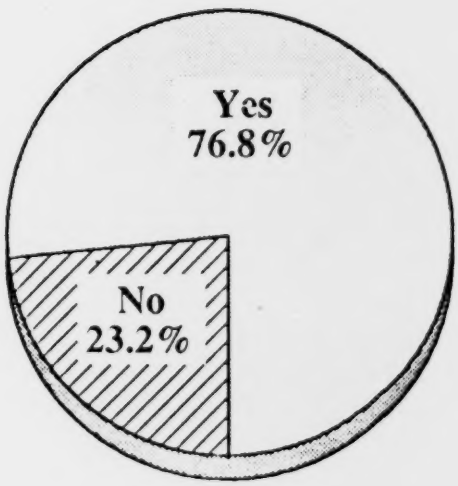
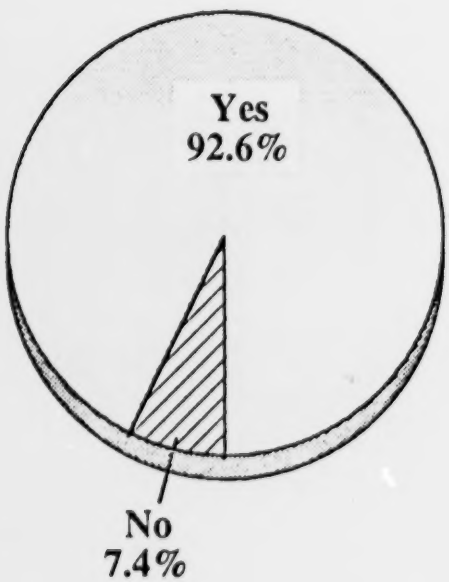


CHART 7

Should Courses in Leadership Skills Be Included in Middle-level and High Schools?



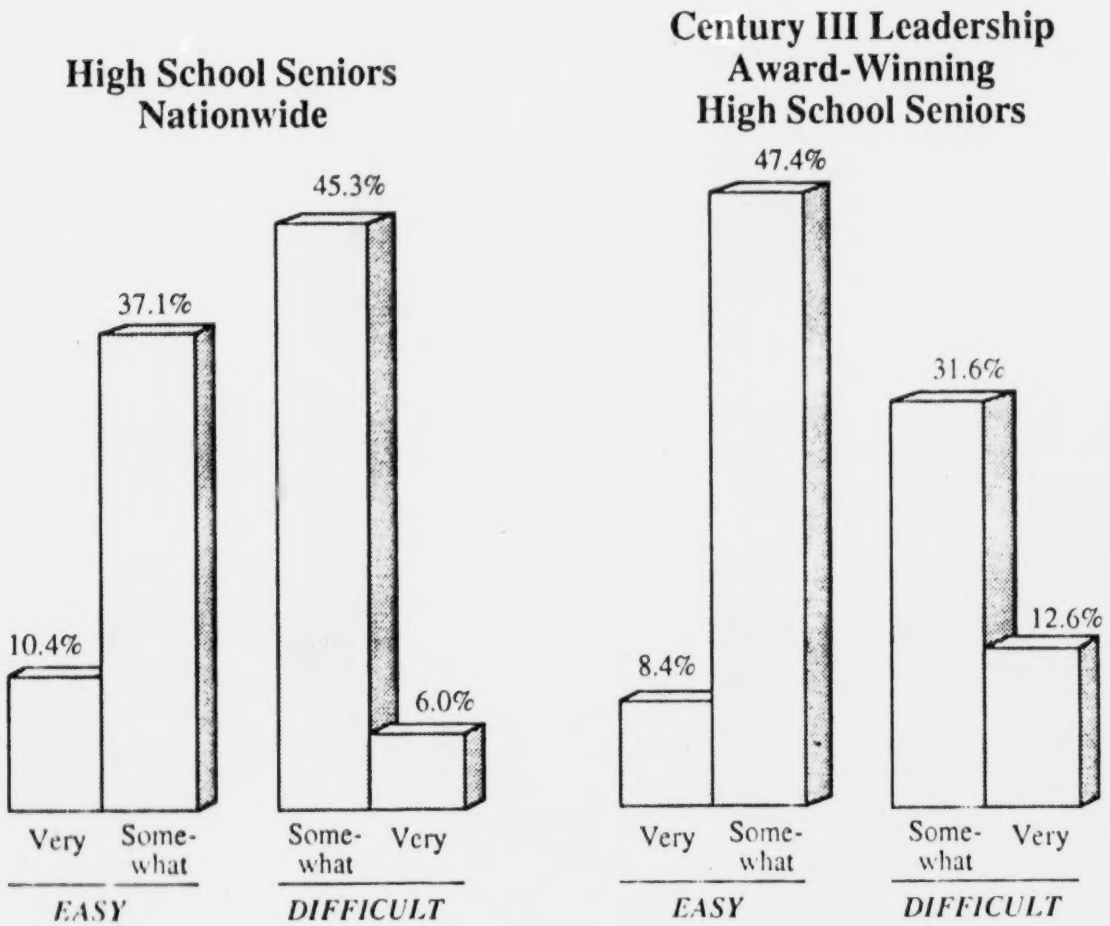
Century III Leadership
Award-Winning
High School Seniors



High School Seniors
Nationwide

CHART 8

How Easy or Difficult Do You Think It Will Be For You to Get a Job in the Field You Choose



DETAILED FINDINGS

I. Survey Of Century III Leadership Award-winning High School Seniors

I. Survey Of Century III Leadership Award-winning High School Seniors

General Views Toward Leadership

The survey of high school seniors who are Century III Leadership Award winners began with a series of questions on what these leaders felt were important qualities of leadership. These students, who were selected by their state as outstanding examples of leadership, expressed a wide range of attributes that they feel are important to being a leader.

This series of questions asked each respondent, first, how important, to them personally, each attribute was and then went on to ask them how important they thought that each quality was to their parents and then to their teachers.

Important Qualities For Leadership for These Student Leaders, Personally

- These Century III Leaders hold a broad view of what are important qualities for leaders to have, from such character issues as behaving ethically, possessing characters and having "street smarts" to such action-oriented attributes of having the ability to affect change and serving others.

From a list of 13 different attributes, these students named such character traits as behaving ethically (87.4%), having "street smarts," or common sense, (80.0%) and possessing character (85.3%) to such action-oriented attributes as having the ability to affect change (93.7%) and serving others (84.2%) as "very important" qualities for leadership to them personally.

Qualities listed that these students said are of little or no importance for leadership included having power, having a high professional title and being famous.

For four of the five most important qualities of leadership for these students, the female respondents placed greater importance than did the male respondents, saying that the particular attribute was a very important quality of leadership.

Female respondents expressed a near unanimous consensus that having the ability to affect change was a very important quality of leadership to them personally (97.9% compared to 89.4% of male respondents). They were also more likely than the male respondents to say that behaving ethically was an important leadership quality to them (93.8% to 80.9%). Possessing character was very important to 89.6% of the female respondents and 80.9% of the male respondents. And female respondents also said that serving others was a very important leadership quality (89.6%) more so than did the male students (78.7%).

Male respondents were more likely than the female respondents to say that having "street smarts," or common sense, was a very important attribute of leadership (83.0% to 77.1% of females). See Table 1 on page 34 for further details.

Important Qualities for Leadership to Their Parents

- The leadership qualities most important to these students personally were the same they felt their parents considered as very important. However, these students did not report as strong a response for their parents on each attribute as they did for themselves.

More than eight-in-10 of the students surveyed said that the most important qualities for leadership that they felt their parents believed were behaving ethically (89.5%) and possessing character (84.2%). Approximately three-in-four said that they thought their parents considered

serving others (76.8%), the ability to affect change (73.7%) and having "street smarts" (71.6%) as very important qualities for a leader to possess.

According to these student leaders, having power and having a high professional title are slightly more important qualities for leadership to their parents than to them personally.

It is interesting to look at these students' answers by whether or not they reported that their parent required them to participate in activities. Those whose parents have required that they participate in activities were more likely than those whose parents did not to say that behaving ethically was the most important leadership quality for their parents (95.2% to 87.7%).

Those students who live with one parent said that their parent places more importance on serving others (85.7%) compared to what students who live with both parents report (75.3%).

Students who have taken a course at some time on leadership skills were more likely than those students who have not to have said their parents would consider having the ability to affect change (83.9% compared to 68.8%), serving others (87.1% to 71.9%), and having street smarts (83.9% to 65.6) important leadership qualities. See Table 2 on Page 35.

Important Qualities of Leadership to Their Teachers

- When these students were asked what attributes they felt their teachers would consider important, being intelligent and being well educated were included along with possessing character, behaving ethically and having the ability to affect change as their five most important qualities of leadership.

While students reported similar qualities of importance to being a leader between themselves, personally, as well as what they think is important to their parents, they had a

slightly different view of what they thought their teachers might consider as important qualities for leadership.

Possessing character (72.6%), behaving ethically (74.7%) and having the ability to affect change (70.5%) were the three most important qualities these student leaders said they think are very important to their teachers. But they also said that they think their teachers consider being well-educated (70.5%) and being intelligent (69.5%) as some of the most important qualities for being a leader.

Male students and female students expressed different views on what they thought their teachers considered to be the most important qualities of leadership. Male students were more apt than female students to have said that their teachers thought possessing character (76.6% to 68.8%) and behaving ethically (80.9% to 68.8) were very important. Female students were more likely than their male counterparts to have said that their teachers considered being well-educated (75.0% to 66.0%) and being intelligent (75.0% to 63.8%) important qualities to being a leader. See Table 3 on Page 36.

Rewards That Should Accompany Leadership

- Most students felt very strongly that the "rewards" of leadership should include such personal enhancements as personal satisfaction, enhanced self-esteem, and an opportunity to serve. But receiving some sort of scholarship or financial aid was also something they felt should be a reward for their achievements.

Following the determination of what attributes are important to leadership, these students

were asked what they felt were the rewards that should accompany the achievement of student leadership.

An overwhelming majority of the students surveyed said that they felt that part of the rewards of being a student leader included gaining such personal rewards as personal satisfaction (92.6%), enhanced self-esteem (92.6%) and the opportunity to serve (88.4%). But they also felt that those who achieve student leadership status should also be rewarded through scholarship and financial aid (84.2%).

Nearly all (92.9%) of those students who live with one parent said that financial aid and scholarship was something they felt was a reward that should accompany leadership, compared to 82.7% of their counterparts who live with both parents. Female students, particularly, felt strongly about this, compared to their male cohorts (89.6% to 78.7%).

While the majority of all students surveyed named personal satisfaction, enhanced self-esteem and an opportunity to serve as the top three rewards that should accompany leadership, there were differences among those students who said that their parents require them to participate in student activities.

Those whose parents have stepped in and required that they participate in student activities were more likely to name such rewards as prestige (47.6%), popularity (33.3%) and power (23.8%). Those whose parents have not required them to participate in student activities were more likely than those whose parents have placed such requirements on their children to have said that scholarship and financial aid (87.7%), easier access to teachers or counselors (51.5%) and easier admission to college (48.3%) should be the rewards of student leadership.

Very few of these leaders mentioned preferential treatment by their teachers or more

lenient grading or relaxed academic standards as rewards due leaders.

Who Sets the Standards of Leadership for These Students?

- The majority of these student leaders did not feel that people were just "born leaders." Three-in-four of these leaders named their parents as the "profession" most likely to set the standards of leadership in America today. More than one-in-two said that their educators and the President also set leadership standards in America today.

Before asking these students about particular people whom they think set standards of leadership, they were asked whether they felt that a person could just be born a leader. These students revealed mixed feelings—with 53.7% who said that no, a person is not just born a leader, and 45.3% said who said yes, some people are just born leaders.

The students were then asked how well people in a list of different professions provided on the questionnaire set the standards of leadership in America.

Three-in-four (74.7%) said that they felt their parent or guardian set the standard of leadership in their eyes. It is of interest to look at this question in particular by the role these students reported that their parents play in encouraging them to develop leadership skills. Those who said that their parents require them to participate in activities were more likely to say this (85.7%) than students whose parents do not require them to participate in student activities (71.2%).

Educators were also among the top five professions that these students thought displayed leadership standards (58.9%). The female students were more likely than their male counterparts

to have said that they feel educators are leaders in America (64.6% to 53.2%). And those students whose parents require them to participate in student activities were more likely than those whose parents do not to say that educators set leadership standards (76.2% to 53.4%).

Interestingly, those who said that they were most influenced by a mentor—whom the majority identified as a teacher—were more likely than those influenced by their role model to say that they felt educators set leadership standards (65.2% to 51.1%).

One-in-two of these students said that they felt the President sets a standard of leadership in America very well (51.6%). Interestingly, students who reported that there have been cutbacks in leadership programs in their schools were more likely than those who did not report such cutbacks to say that they felt the President exemplified leadership standards (58.7% to 44.7%).

The Supreme Court was ranked fourth on these students' lists of professions where leadership standards are set (47.4%). Female students were much more likely that were male students to name this profession (54.2% to 40.4%). Students who are most influenced by their mentor said that the Supreme Court exemplified standards of leadership (63.0%) more so than students who said they were most influenced by their role model (34.0%).

Religious leaders were people who four-in-10 (40.0%) of these student leaders felt set standards of leadership as well. See Table 4 on Page 37 for more details.

Following this general assessment of persons in certain professions whom these student leaders felt exemplified standards of leadership, they were asked to list, on an unaided basis, specific people, either living or deceased, whom they felt were role models in the areas of: current or past political figures; media personalities; athletes; entertainers; humanitarians/human rights activists; authors/philosophers; and artistic personalities. The number one mentioned role

model according to these students was Martin Luther King, Jr. (21 individual mentions). And he was following by either Bill or Hillary Clinton (20 specific mentions), Mother Theresa (14 individual references), Michael Jordan (12 specific mentions) and Ghandi (10 individual mentions). See Table 5, on Page 38, for details regarding other role models mentioned.

TABLE 1

TOP FIVE QUALITIES OF LEADERSHIP STUDENT LEADERS FEEL ARE VERY IMPORTANT

	(Base)	Ability To Affect Change	Behaving Ethically	Possessing Character	Serving Others	Common Sense/ Street Smarts
TOTAL	(95)	93.7%	87.4%	85.3%	84.2%	80.0%
Sex						
Male	(47)	89.4	80.9	80.9	78.7	83.0
Female	(48)	97.9	93.8	89.6	89.6	77.1
Family Situation						
Live with both Parents	(81)	92.6	88.9	85.2	84.0	82.7
Live with one Parent	(14)	100.0	78.6	85.7	85.7	64.3
Taken course in Leadership skills						
Yes	(31)	93.5	87.1	83.9	83.9	74.2
No	(64)	93.8	87.5	85.9	84.4	82.8
Most influence						
Mentor	(46)	93.5	82.6	78.3	82.6	73.9
Role Model	(47)	95.7	93.6	91.5	85.1	85.1
Parent Required participation in Activities						
Yes	(21)	100.0	90.5	85.7	90.5	71.4
No	(73)	93.2	87.7	86.3	83.6	83.6

Q.1. Listed here are some attributes one might consider important to being a leader or having leadership skills. How important are each of these attributes, in your opinion, as possible signs of being a leader? For each item, first rate how important *you personally* feel this quality is to being a leader. Then, rate your impressions of how important you think *your parents* feel this attribute is to being a leader. And, finally, rate how important you think *your teachers* feel each attribute is to being a leader.

TABLE 2

TOP FIVE QUALITIES OF LEADERSHIP STUDENT LEADERS FEEL ARE VERY IMPORTANT TO THEIR PARENTS

	(Base)	Behaving Ethically	Possessing Character	Serving Others	Ability to Affect Change	Common Sense/ Street Smarts
TOTAL	(95)	89.5%	84.2%	76.8%	73.7%	71.6%
Sex						
Male	(47)	89.4	87.2	78.7	72.3	76.6
Female	(48)	89.6	81.3	75.0	75.0	66.7
Family Situation						
Live with both Parents	(81)	91.4	85.2	75.3	76.5	72.8
Live with one Parent	(14)	78.6	78.6	85.7	57.1	64.3
Taken course in Leadership skills						
Yes	(31)	90.3	83.9	87.1	83.9	83.9
No	(64)	89.1	84.4	71.9	68.8	65.6
Most influence						
Mentor	(46)	84.8	80.4	78.3	76.1	60.9
Role Model	(47)	93.6	87.2	74.5	72.3	83.0
Parent Required participation in Activities						
Yes	(21)	95.2	71.4	71.4	61.9	81.0
No	(73)	87.7	87.7	78.1	78.1	68.5

Q.1 Listed here are some attributes one might consider important to being a leader or having leadership skills. How important are each of these attributes, in your opinion, as possible signs of being a leader? For each item, first rate how important *you personally* feel this quality is to being a leader. Then, rate your impressions of how important you think *your parents* feel this attribute is to being a leader. And, finally, rate how important you think *your teachers* feel each attribute is to being a leader.

TABLE 3

TOP FIVE QUALITIES OF LEADERSHIP STUDENT LEADERS FEEL ARE VERY IMPORTANT TO THEIR TEACHERS

	(Base)	Possessing Character	Behaving Ethically	Ability to Affect Change	Being Well Educate	Being Intelligent
TOTAL	(95)	72.6%	74.7%	70.5%	70.5%	69.5%
Sex						
Male	(47)	76.6	80.9	68.1	66.0	63.8
Female	(48)	68.8	68.8	72.9	75.0	75.0
Family Situation						
Live with both Parents	(81)	72.8	76.5	72.8	72.8	71.6
Live with one Parent	(14)	71.4	64.3	57.1	57.1	57.1
Taken course in Leadership skills						
Yes	(31)	74.2	71.0	71.0	77.4	77.4
No	(64)	71.9	76.6	70.3	67.2	65.6
Most influence						
Mentor	(46)	71.7	76.1	63.0	63.0	67.4
Role Model	(47)	72.3	74.5	78.7	76.6	72.3
Parent Required participation in Activities						
Yes	(21)	52.4	76.2	71.4	76.2	71.4
No	(73)	79.5	75.3	71.2	69.9	69.9

Q.1 Listed here are some attributes one might consider important to being a leader or having leadership skills. How important are each of these attributes, in your opinion, as possible signs of being a leader? For each item, first rate how important *you personally* feel this quality is to being a leader. Then, rate your impressions of how important you think *your parents* feel this attribute is to being a leader. And, finally, rate how important you think *your teachers* feel each attribute is to being a leader.

TABLE 4

WHO STUDENT LEADERS FEEL SET STANDARDS OF LEADERSHIP IN AMERICA

	Base	Parent/ Guardian	Educators	The President	The Supreme Court	Religious Leaders
TOTAL	(95)	74.7%	58.9%	51.6%	47.4%	40.0%
Sex						
Male	(47)	74.5	53.2	53.2	40.4	38.3
Female	(48)	75.0	64.6	50.0	54.2	41.7
Family Situation						
Live with both Parents	(81)	81.5	59.3	50.6	43.2	42.0
Live with one Parent	(14)	35.7	57.1	57.1	71.4	28.6
Cutbacks in School						
Yes	(34)	82.4	61.8	58.8	52.9	41.2
No	(61)	70.5	57.4	47.5	44.3	39.3
Taken course in Leadership skills						
Yes	(31)	80.6	54.8	41.9	54.8	35.5
No	(64)	71.9	60.9	56.3	43.8	42.2
Most influence						
Mentor	(46)	76.1	65.2	58.7	63.0	39.1
Role Model	(47)	74.5	51.1	44.7	34.0	38.3
Parent Required participation in Activities						
Yes	(21)	85.7	76.2	61.9	33.3	42.9
No	(73)	71.2	53.4	47.9	50.7	39.7

Q.4. How well do you think the people in these different professions set the standards of leadership in America today?

TABLE 5

ROLE MODELS MOST NAMED BY STUDENT LEADERS, ON AN UNAIDED BASIS

ROLE MODEL	# of Times Mentioned
Martin Luther King, Jr.	21
Bill or Hillary Clinton	20
Bill Clinton	9
Hillary Clinton	11
Mother Theresa	14
Michael Jordan	12
Ghandi	10
Abraham Lincoln	9
Maya Angelou	9
Nelson Mandela	8
Connie Chung	8
John F. Kennedy	7

(Base 95)

(* Not all names mentioned are listed. See end of Section 1a. for full list.)

Q.12. Following is a list of catergories. Write in the name of a person who you consider to be a role model in the space below. If you can't think of anyone, just write "none." [Categories included: Current of Past Political Figure; Media Personality; Athlete; Entertainer; Humanitarian/Human Rights Activist; Author/Philosopher; and Artistic Personality.]

Personal Evaluation of Their Role as Leaders

They Work to Maintain Leadership Status

- These leadership award winners think strongly of themselves as leaders in their school-related and student activities. And they have set specific goals and standards for personal achievement in their classroom work and in student activities, including student government, sports, music and clubs.

All but one of the student leaders said that they think of themselves as a leader in their school related and student activities. And these exemplary students, as they recall, started at an early age taking a leadership position in such activities.

One-quarter of all students surveyed said that they began taking a leadership position no later than the age of 10. Four-in-10 of those students who currently live with one parent (42.8%) said that they were active leaders by the age of 10 (compared to 23.4% of students who currently reside with both parents).

Nearly all of these students said that they set specific goals and standards for personal achievement in their classroom work (93.7%) as well as in their student activities, from student government to sports, music and clubs (93.7%).

Benefits These Student Leaders Have Gained From Being Involved in Student Activities

- These student leaders contended that their involvement in student activities has helped them "a lot" in a multitude of ways, from communicating with others to gaining confidence in their own abilities to taking initiative to begin and complete a task.

The students were given a list of possible benefits that they may have received from being involved in student activities to explore the driving forces of their involvement. The list contained qualities that may affect their feelings about themselves personally, how they deal with others and what they do for others.

The number one way that these students said their involvement in student activities has helped them is in communicating with others (93.7%). They also reported that their experiences have helped them gain confidence in their own abilities (88.4%), take initiative to begin and complete tasks (85.3%) and provide service (82.1%).

There is no question, according to these students' responses, that they feel they have benefitted greatly and in a number of ways from their involvement in student activities. In fact, from the list that was presented to them of possible benefits, virtually no one said that being involved in student activities did not help them at least somewhat in attaining any one of these benefits.

There were some differences among male and female students in the extent to which they felt that participating in student activities helped them in developing some of these qualities. Female students were slightly more likely than male students to say their involvement help them "a lot" in:

- Gaining confidence in their own ability (91.7% to 85.2%).
- Taking initiative to begin and complete a task (89.6% to 80.9%)
- Providing Service (87.5% to 76.6%)
- Developing character (87.5% to 66.0%)

— Accepting responsibility for their actions an behavior (83.3% to 66.0%)

— Acting ethically (68.8% to 48.9%)

See Table 6 on Page 46 for more details.

Personal Influences

- While these student leaders were split between whether a mentor or role model has had the most influence on them personally, it is clear that they hold people of whom are closest to them, their family and their teachers, as their greatest influences.

When asked whom they thought has had the most influence on them—a mentor, who has taken them under their wing and had an impact on their life, or a role model, whom these students look up to and try to emulate—half of these students chose a role model (49.5%) and nearly the same number chose a mentor (48.4%). See Table 7 on page 47 for more details.

These students were then presented a list of people, from family to teachers to a clergyman, from which they were asked to choose the person whom they considered to be a mentor and the person whom they considered to be a role model.

More than one-in-four students chose a friend or a peer as the person whom they considered to be a role model (27.1%). Approximately one-in-five either chose their father (22.1%) or their teachers (20.0%) as a person whom they considered to be a role model.

One-in-four male students were as likely to choose a friend or peer as a role model (25.5) as chose their father (25.5%). While the plurality of female students said that they considered a friend or peer to be their role model (29.2%), one-in-five chose their teacher (22.9%), an older

sibling (22.9%), or their mother (22.9%).

Four-in-10 students said that their teacher was a person whom they considered to be a mentor (41.1%). Following their teacher, 36.8% said that they considered their mother to be their mentor.

Female students were slightly more likely to name a teacher (43.8%) than their mother (41.7%) as a role model. While a teacher was the most commonly mentioned mentor for male students (38.3%), nearly one in three mentioned their mother (31.9%). Male students were more likely than female students to say that they considered their father to be a mentor (27.7% compared to 10.4% of female students).

Those students who said their parents required them to participate in student activities were most likely to name their mother as a mentor (57.1%), compared to those who reported that their parents did not require a certain amount of participation from them (31.5%). See Table 8 on Page 48 for more details.

How School Environment Influences Leadership Achievement

- When these students were asked to rate how well most schools in the country were doing in training students to be leaders, more than three fourths said that schools are doing a fair to poor job.

As is evident in the survey results, these students rely on both home and school environments to nurture their leadership goals and opportunities. These student leaders have been recognized as achievers in their schools. However, they are not giving schools in general a high

rating regarding how well they are doing in training students to be leaders. Using a scale from zero to 10, where zero meant that schools were doing a poor job and 10 meant that schools were doing an excellent job, these students gave an average rating of 4.9.

Those who were most pessimistic about the job that schools are doing to train students as leaders were located in the Northeastern and Mid-western parts of the country. Students in the Western region of the country were more likely than in any other region to say schools are doing an excellent job.

Others who said they were down on how schools are doing were those students who said that they have seen cutbacks in their school programs (91.2% said schools are doing no more than a fair job compared to 75.3% of those students who did not report cutbacks). See Table 9 on Page 49.

The teacher, though, is also a strong influence in many of these student's lives. In order to evaluate how these students feel their teachers, in general, are doing, they were asked to what extent their teachers focus on and set examples for leadership.

According to the majority of these student leaders, teachers set examples of leadership themselves (72.6%), hold up others as examples (72.6%), stress the value of leadership (69.5%) and emphasize the importance of non-academic education (67.4%). But these student leaders did not say that their teachers were doing these things "a lot."

Male and female students reported different opinions about their view of their teachers, in general. Male students were more likely than female students to say that their teachers hold up others as examples (76.6% to 68.8%). One-in-four female students said that they felt their teachers, in general, set examples of leadership themselves (77.1% compared to 68.1%). See

Table 10 on Page 50.

How Home and Family Environment Influences Leadership Development

- Parents influence these students' personal performance goals. In fact, half said their parents have had a *great* deal of influence. Students also reported that their parents or other family members have given them the freedom to try new activities and have set leadership standards for them to follow.

As the survey findings have revealed, students relate much of their influences and experience to their home and parental upbringing. In fact, when they were asked how much influence their parents have had on setting their personal performance goals, only 6.3% said that their parents had no influence at all. Nearly half of these students reported that their parents have actually had a great deal of influence (48.4%), and 45.4% said their parents had at least some influence of their personal performance goals.

Male students were more likely than female students to say that their parents had a great deal of influence (53.2% to 43.8%). And, not surprisingly, those students who said that their parents require them to participate in activities were far more likely to say their parents had a great deal of influence over their personal goals (76.2%) than were those whose parents do not require such participation (39.7%). See Table 11 on Page 51 for more details.

When asked whether their parents do certain things to encourage these students to learn leadership skills, most students mentioned that they received both freedom and guidance from their parents. A near unanimous majority said that their parents give them the freedom to try new activities (95.8%) and more than eight-in-10 reported that their parents set leadership

standards for them to follow (83.2%). More than half said that their parent or family member had identified activities and directed them toward these activities (58.9%).

Recalling that a parent was more likely to be listed as a mentor than a role model, it is interesting to note that those students who reported being most influenced by a mentor were more likely to say that a parent or family member has set leadership examples for them to follow (89.1% compared to 78.7% of those who reported being most influenced by a role model).

Those students who said their parents required them to participate in student activities were much more likely than those students who did not report such requirements from their parents to have said that a parent of family member set leadership examples for them to follow (95.2% to 79.5%).

Male students were more likely than female students to have said that their parents have identified activities and directed them toward them (68.1% to 50.0%).

Only one in three said that their parents paid them for taking part in certain activities. And one in five said their parent actually required them to participate in activities.

Most of these students said that their parents have not forbidden them from taking part in certain activities (86.3%) or withheld or limited privileges as punishment for their not participating (94.7%). See Table 12 on page 52 for more details.

TABLE 6

HOW STUDENTS LEADERS SAID BEING INVOLVED IN STUDENT ACTIVITIES HAS HELPED THEM "A LOT" IN DEVELOPING THE FOLLOWING QUALITIES

	% A Lot
Communicate with others	93.7%
Gain confidence in my own ability	88.4%
Take initiative to begin and and complete a task	85.3%
Provide service	82.1%
Set goals and follow them through	76.8%
Develop character	76.8%
Accept responsibility for my actions and behavior	74.7%
Cope with stressful situations	72.6%
Recognize other people's unique attributes	69.5%
Manage time	64.2%
Take risks in order to achieve an important goal	61.1%
Accept criticism	60.0%
Act ethically	58.9%
Develop my emotional well-being	52.6%

(Base 95)

Q.9. To what extent has participation in student activities helped you to develop the following qualities?

TABLE 7

PERSON WHO HAS HAD THE MOST INFLUENCE ON STUDENT LEADERS

	(Base)	Mentor	Role Model
TOTAL	(95)	48.4%	49.5
Sex			
Male	(47)	46.8%	51.1
Female	(48)	50.0%	47.9
Family Situation			
Live with both Parents	(81)	46.9%	50.6
Live with one Parent	(14)	57.1%	42.9
Cutbacks in School			
Yes	(34)	67.6%	32.4
No	(61)	37.7%	59.0
Taken course in Leadership skills			
Yes	(31)	61.3%	38.7
No	(64)	42.2%	54.7
Parent Required participation in Activities			
Yes	(21)	52.4%	47.6
No	(73)	46.6%	50.7

Q.10. Who do you think has had the most influence on you: a mentor, who has taken you under his or her wing and had an impact on your life: or a role model, who you look up to and try to emulate or be like?

TABLE 8

WHO STUDENT LEADERS CONSIDER TO BE A ROLE MODEL

	TOTAL (95)	Male (47)	Female (48)
Friend/Peer	27.4%	25.5%	29.2%
Father	22.1	25.5	18.8
Teacher	20.0	17.0	22.9
Older sibling	17.9	12.8	22.9
Other Family Member	17.9	12.8	22.9
Mother	16.8	12.8	20.8
Clergyman	12.6	14.9	10.4
Younger Sibling	4.2	2.1	6.3

WHO STUDENT LEADERS CONSIDER TO BE A MENTOR

	TOTAL (95)	Male (47)	Female (48)
Teachers	41.1%	38.3%	43.8%
Mother	36.8	31.9	41.7
Father	18.9	27.7	10.4
Friend/Peer	13.7	8.4	18.8
Younger Sibling	9.5	6.4	12.5
Other Family	8.4	6.4	10.4
Older Sibling	7.4	10.6	4.2
Clergyman	7.4	2.1	12.5

Q.11. Now take a look at the following list. In the left column, please circle one person who you consider to be your role model. And then, in the right column, circle one person who you consider to be your mentor (CIRCLE ONE IN EACH COLUMN)

TABLE 9

HOW STUDENT LEADERS RATED THE JOB THAT SCHOOLS IN GENERAL ARE DOING AT TRAINING STUDENTS TO BE LEADERS

	(Base)	Poor (0-3)	Fair (4-6)	Excellent (7-10)	Mean Score *
TOTAL	(95)	25.3%	55.8	18.9	4.9
Sex					
Male	(47)	25.5%	53.2	21.3	4.9
Female	(48)	25.0%	58.3	16.7	4.8
Region					
Northeast	(16)	31.3%	56.3	12.5	4.5
South	(32)	21.9%	65.5	12.5	4.7
Midwest	(22)	31.8%	50.0	18.2	4.8
West	(25)	20.0%	48.0	32.0	5.4
Cutbacks in School Programs					
Yes	(34)	26.5%	64.7	8.8	4.6
No	(61)	24.6%	50.8	24.6	5.0
Taken Course in Leadership Skills					
Yes	(31)	35.5%	51.6	12.9	4.5
No	(64)	20.3%	57.8	21.9	5.0
Most Influence					
Mentor	(46)	19.6%	65.2	15.2	4.8
Role Model	(47)	31.9%	46.8	21.3	4.9

Q.13. On a scale of zero-to-10, where zero means a very poor job, and 10 means an excellent job, how would you rate the job most schools in this country are doing in training students to be leaders?

*(Mean scores were calculated from the raw scores given by the students, where "0" = "very poor job"/"10" = "excellent job.")

TABLE 10

THINGS STUDENT LEADERS FEEL THAT THEIR TEACHERS, IN GENERAL, DO TO PROMOTE LEADERSHIP

(% A Lot/Somewhat)

	(Base)	Set Examples of Leader-ship Themselves	Hold up Others as Examples	Stress the Value of Leadership	Emphasize the Importance of Non-Academic Education
TOTAL	(95)	72.6%	72.6%	69.5%	67.4%
Sex					
Male	(47)	68.1	76.6	70.2	70.2
Female	(48)	77.1	68.8	68.8	64.6
Taken Course in Leadership Skills					
Yes	(31)	71.0	71.0	64.5	61.3
No	(64)	73.4	73.4	71.9	70.3
Most Influence					
Mentor	(46)	71.7	73.9	71.7	71.7
Role Model	(47)	72.3	70.2	66.0	61.7

Q.14. In your opinion, to what extent do you teachers, in general, do the following? [Not all responses or statements shown.]

TABLE 11

INFLUENCE PARENTS HAVE ON STUDENT LEADERS' PERSONAL PERFORMANCE GOALS

	(Base)	Great Deal	Some	No Influence
TOTAL	(95)	48.4%	45.3	6.3
Sex				
Male	(47)	53.2%	40.4	6.4
Female	(48)	43.8%	50.0	6.3
Family Situation				
Live with both Parents	(81)	50.6%	43.2	6.2
Live with one Parent	(14)	35.7%	57.1	7.1
Taken course in Leadership skills				
Yes	(31)	51.6%	41.9	6.5
No	(64)	46.9%	46.9	6.3
Most influence				
Mentor	(46)	52.2%	37.0	10.9
Role Model	(47)	44.7%	55.3	--
Parent Required participation in Activities				
Yes	(21)	76.2%	19.0	4.8
No	(73)	39.7%	53.4	6.8

Q.15. How much influence do your parents have on setting your personal performance goals?

TABLE 12

WHAT PARENTS HAVE DONE TO ENCOURAGE STUDENT LEADERS TO LEARN LEADERSHIP SKILLS

		Given Freedom to Try New Activities	Set Leadership Examples	Identified Activities and Directed Son/Daughter to them
TOTAL	(95)	95.8%	83.2%	58.9%
Sex				
Male	(47)	91.5	80.9	68.1
Female	(48)	100.0	85.4	50.0
Family Situation				
Live with both Parents	(81)	96.3	85.2	60.5
Live with one Parent	(14)	92.9	71.4	50.0
Taken course in Leadership skills				
Yes	(31)	93.5	87.1	61.3
No	(64)	96.9	81.3	57.8
Most influence				
Mentor	(46)	95.7	89.1	56.5
Role Model	(47)	95.7	78.7	61.7
Parent Required participation in Activities				
Yes	(21)	95.2	95.2	90.5
No	(73)	95.9	79.5	49.3

Q.16. Please indicate if a parent of family member has done any of the following to encourage you to learn leadership skills.

Only those categories where more than half of the respondents answered yes appear.

Leadership Barriers and Opportunities

General Views Regarding Leadership Opportunities

- These students who have already gained recognition as leaders said that they felt leadership opportunities were available to anyone, regardless of their background or academic performance. More than half disagreed that men receive more leadership opportunities than do women. However, they did report that they strongly disagreed with the statement that there are more opportunities available to minority students.

In order to find out what these students who have already been identified as student leaders think about the opportunities that they have accessed, they were asked a series of questions regarding possible barriers to leadership opportunities.

Most of these student leaders were more apt to agree that regardless of background (68.4%), and regardless of academic performance (56.8%), leadership opportunities are available to anyone. Four-in-10 (43.1%), however, do feel that academic performance is something that could stand in the way of leadership opportunities.

The female students were most likely to strongly agree that background has no affect on accessing the leadership opportunities that are available both in and out of school (31.3% said they strongly agreed with this statement).

Students who expressed that there have been cutbacks in their school programs, and may have been more likely to be forced to rely on other outlets to take part in leadership activities, were more likely than students who have not been affected by such cutbacks to say that they disagreed with the statement that background has no bearing on leadership opportunities (38.3% to 27.9%).

There were regional differences in how these students felt about background and academic performance having no bearing on accessing leadership opportunities. Students who live in the Mid-western region of the country were less likely to have said that background was not a barrier to leadership opportunities (54.5%) than were students from other regions in the country (72.6%). And students in the South were less likely to agree that academic performance does not have any affect on the availability of leadership opportunities (40.6% compared to 65.0% of students from other regions of the country).

When these students were asked whether there were more leadership opportunities available to men than to women, more than half (56.8%) said that they disagreed. In fact, three-in-10 (30.5%) said they disagreed *strongly* that men were allowed more opportunities than women.

There was very little difference in how male and female students felt about this issue. Female students were only slightly more likely to agree that there were more leadership opportunities available to men than to women (45.8% to 40.4% of male students). And male students were more likely than their female counterparts to strongly disagree with this statement (36.2% to 25.0%).

A large majority of student leaders disagreed with the statement that there are more leadership opportunities available to minority students, both in and outside of school (85.3%). Regionally, though, approximately one-in-five students in the Midwest (22.7%) and West (20.0%) agreed at least somewhat that this is the case.

Interestingly, students who said that their schools had faced cutbacks in programs promoting leadership were more likely to agree that their is inequity regarding sex and race when

it comes to taking advantage of leadership opportunities. Students who have faced cutbacks were more apt to agree that there are more leadership opportunities available to men than to women (58.8% compared to 34.4% of those who have not reported facing cutbacks), and that there are more leadership opportunities available to minorities (26.5% to 8.2%). See Table 13 on Page 60.

Potential Barriers to Accessing Leadership Opportunities

- A lack of role models and school programs that are either not working or non-existent, were reported by these students to be the leading barriers to developing leadership skills.

When given a list of possible barriers to the development of leadership skills, these students were more likely to point to the lack of guidance and instruction, through role models and school programs, as barriers to leadership opportunities, than to such personal issues as lack of involvement in activities as a pre-teen or a person's sex.

Students who reported cutbacks in programs in their schools were surprisingly more likely to say that a lack of prominent role models (58.8%) affected the development of leadership skills "a lot," as opposed to ineffective or not enough school programs.

However, students who have taken a course in leadership skills, were as likely to have said that a lack or prominent role models stands in the way of leadership skill development (58.1%) as they are to blame ineffective school programs (58.1%).

Those students who said that a role model has had the most influence on them, were more

likely to say that a lack of prominent role models was their number one barrier from the list (57.4), and those students who are most influenced by a mentor were more likely to name ineffective school programs (50.0%) as the barrier they felt had a lot of affect on developing leadership skills. See Table 14 on Page 61.

Cutbacks in School Programs

- While the majority of these student leaders did not report that cutbacks in their school had resulted in eliminating programs or activities that gave students opportunities to learn leadership skills, one-in-three did report that they have been affected.

It was important to explore the issue of how school programs and the lack thereof, due to cutbacks that have occurred in many public institutions in the past decade, affected these students. The students were asked whether cutbacks in their school had eliminated programs or activities that gave students opportunities to learn leadership skills. Two-in-three (64.2%) students said that such cutbacks had not affected these types of programs. But one-in-three (35.8%) *did* say that students have been affected by cutbacks by having programs or activities that offered opportunities to learn leadership skills eliminated.

Of this group of students who reported having been affected, those who at one time had taken a course in leadership skills were the most likely (51.6%) to say that such cutbacks had affected the programs and activities in their schools. Students who said that they have been most influenced by their mentor, which the majority of students name as their teachers, were also more likely than students in general to say that cutbacks have affected avenues to experience leadership

opportunities (50.0% to 35.8% overall).

Regionally, students reflected the impact that cutbacks have had on such programs and activities within their schools. Those students who live in the Mid-west and the Northeast (44.7%) were much more likely to report that cutbacks have eliminated leadership opportunities, compared to 29.8% of students in the Southern and Western regions of the country.

Just where do these student leaders think their cohorts would turn in the absence of leadership-oriented programs and activities at school? The majority named such alternatives as doing things with friends (85.3%), watching more television (69.5%) and participating in programs sponsored by a church, temple or other religious institutions (60.0%).

But more than half expressed concern that, in the absence of leadership-oriented programs and activities at school, students might be likely to turn to drugs and alcohol (57.9%) or gangs (49.5%).

From the list of possible alternatives provided in this question, these students were least likely to feel that in the absence of these programs students would turn to such productive avenues as taking part in a work/study program, spending more time studying or more time on academic subjects, or participating in supplemental learning center and tutorial programs, or taking jobs/working.

Student Leaders Want Leadership Courses

- One-third of these student leaders have taken a course in leadership skills. Three-quarters of these student leaders felt that such courses should be offered in middle level and high schools.

In light of the finding that many student leaders felt that students would not seek student activity alternatives in the face of in-school program cutbacks, it is important to note than more than three-quarters (76.8%) of the student leaders surveyed felt that courses in leadership skills should be included in middle-level and high schools. Interestingly, only one-third of these student leaders have actually taken part in a leadership course (32.6%). But those who have taken such courses were the most likely to say that such courses should be taught in the schools (93.5% compared to 76.8% overall). Other students who revealed a high interest in having such courses available in the school were:

— Female students (85.4% compared to 68.1% of male students).

— Those students who have faced cutbacks (85.3%).

— Those who report being most influenced by a mentor (82.6%).

Places and Circumstances Where Students Learn To Be Leaders

- Having courses available in schools is important to these student leaders, because they feel that schools are an important environment, next to home, in which to learn the qualities and responsibilities of being a leader.

In the experience of these student leaders, home and school were the most fertile environments in which a student can learn the qualities and responsibilities of being a leader.

When given a list of different circumstances, from home to the classroom, to belonging to a gang or cult, the respondents were asked to rank in order of importance the place or

circumstances where they felt that most students learn to be leaders. Home was the number one environment they felt breeds leaders, followed closely by student activities such as student government, school clubs or other organizations. The classroom was ranked third among the places where students can learn to be a leader.

As these students ranked involvement in student activities as a circumstance that helped in developing leadership skills, a question on the importance of and their involvement in specific school activities was asked. These students placed a great amount of importance on doing community volunteer work (98.9%), participating in student government (82.1%), as well as participating in such extracurricular activities as interscholastic sports (73.7% and fine arts programs (76.8%). The afterschool activity they said was of least importance, yet still important to the majority, was participating in tutorial programs or supplemental learning centers (55.8%).

And the importance that these students placed on all of these afterschool activities translated into their actions. With the exception of participating in supplemental learning centers or tutorial programs, no fewer than three-in-four students have done all of these afterschool activities. In fact, each and every one has participated in community volunteer work. See Table 15 on Page 62.

TABLE 13

AGREEMENT AMONG STUDENTS LEADERS REGARDING THE FOLLOWING STATEMENTS

	Strongly/ Somewhat Agree	Somewhat/ Strongly Disagree
Leadership opportunities, both in school and out of school, are available to anyone, regardless of their background.	68.4%	31.6
Leadership opportunities, both in school and out of school, are available to anyone, regardless of their academic performance.	56.9%	43.2
There are more leadership opportunities available, both in school and out, to men than to women.	43.1%	56.8
There are more leadership opportunities available, both in school and out, to minority students.	14.7%	85.3

(Base = 95)

Q.17. After reading the following statements, please note whether you strongly agree, somewhat agree, somewhat disagree or strongly disagree with each one.

TABLE 14

BARRIERS STUDENT LEADERS FELT AFFECTED "A LOT" THE DEVELOPMENT OF LEADERSHIP SKILLS TO

	(Base)	Lack of Role Models	Ineffective School Programs	To Few Programs in Schools
TOTAL	(95)	50.5%	42.1%	37.9%
Sex				
Male	(47)	51.1	40.4	38.3
Female	(48)	50.0	43.8	37.5
Taken course in Leadership skills				
Yes	(31)	58.1	58.1	41.9
No	(64)	46.9	34.4	35.9
Most influence				
Mentor	(46)	45.7	50.0	34.8
Role Model	(47)	57.4	34.0	40.4
Parent Required participation in Activities				
Yes	(21)	66.7	47.6	57.1
No	(73)	46.6	41.1	32.9

Q.18. To what extent do you think the following are barriers to becoming a leader or developing leadership skills?

TABLE 15

IMPORTANCE OF AND INVOLVEMENT IN AFTERSCHOOL ACTIVITIES

	Important to do	Not Important To Do	Have Done	Done
Do community volunteer work	98.9%	1.1	100.0%	--
Participate in Student Government	82.1%	17.9	86.3%	13.7
Get involved in school fine arts programs	76.8%	23.2	73.7%	26.3
Get involve in inter-scholastic sports	73.7%	26.3	80.0%	20.0
Participate in supplemental learning centers or tutorial programs	55.8%	43.2	48.4%	51.6

Q.26. Take a look at the following in-school and afterschool activities. Please note whether you think the activity is important or not. Also, please note whether you have or have not actually been involved in the type of activity yourself.

Future Hopes and Goals

- These students, who spend most of their time talking with their friends about school and the future, have high expectations for themselves. Nearly every one said he or she planned on attaining graduate level education. But they were not convinced that it will be very easy for them to get a job in their field. They did not place a lot of importance on earning a lot of money in their lifetime.

School is the number one topic of conversation among these student leaders and their friends (96.8% say they *often* talk about school). A large number said they often fill their conversations with their friends with discussion about the future (91.6%).

But these students are not leaving their social lives out of the conversation for these larger issues: 82.1% said they often talk about romance and relationships; 74.7% said they discuss music and movies.

The majority of these student leaders also said they fill their time with friends talking about current events (80.0%) and politics (68.4%).

But one will not hear them often talking about such things as parties (70.5% say they do not talk about this topic often), fashion (80.0%) or shopping (82.1%).

Conversations vary between the sexes. Female students were much more likely than were male students to have said they spend time talking about the future with their peers (75.0% say they talk about this issue very often, compared to 36.2% of males); fashion (29.% to 8.5%); and shopping (25.0% to 8.5%).

Male students were more likely than females to have said they talk often about politics (74.5% to 62.5%) and parties (31.9% to 25.%). See Table 16 on Page 66.

The make-up of who their friends are is also revealed in how varied their topics of conversation are. More than eight-in-10 (84.2%) said that most of their friends are similar in some ways to themselves and different in other ways. Only one-in-10 (10.5%) said that their friends were very similar to themselves and an even smaller percentage (5.3%) said that their friends were very different from themselves.

In thinking about the future, these students were asked to fill in the line of work they are hoping to pursue. The careers these students chose represented a broad range of interests. One-in-four said that they are seeking careers in government or public service. Slightly more than one-in-five (22%) said they are looking to achieve careers in medicine or health-related sciences. Other careers of interest to these students included the general sciences/engineering (15%), law (14%), education (12%), business or economics (9%) and journalism (5%).

And in knowing what field they are interested in pursuing, these students said they were not convinced that it will be very easy for them to get a job in such field. Interestingly, those students who have taken a course in leadership skills were more likely to say that it will be difficult for them to get a job in the field that they choose (51.6%), than were those who have not taken a leadership course (40.6%). Male students were more inclined to think that it will be easy for them to get a job (61.7%) than were female students (50.0%). See Table 17 on Page 67.

These students were divided in how much importance they placed on earning a lot of money in their lifetime—a little more than half (53.9%) said that this was important, while 46.3% said that this is not very important. Male students were much more likely than were female students to place importance on this issue (61.7% to 45.8%). And those students who said that

their parents required them to participate in activities were much more likely than were those whose parents do not place such requirements on them to place greater importance on earning a lot of money (66.7% to 50.7%). See Table 18 on Page 68.

TABLE 16

TOPICS OF CONVERSATION

% Who Say They Discuss Tops Often

School	96.8%
Future	91.6%
Relationships/Romance	82.1%
Current Events	80.0%
Music/Movies	74.7%
Parents	69.5%
Politics	68.4%
Parties	28.4%
Fashion	18.9%
Shopping	16.8%

(Base 95)

Q.31. When you are spending time with your friends, how often do you talk about...

TABLE 17

LEVEL OF EASE WITH WHICH STUDENT LEADERS ANTICIPATE THEY WILL BE ABLE TO OBTAIN A JOB IN THEIR FIELD OF CHOICE

(Top/Bottom Box Summary)

	Base	Very/ Somewhat Easy	Very/ Somewhat Difficult
TOTAL	(95)	55.8%	44.2
Sex			
Male	(47)	61.7%	38.3
Female	(48)	50.0%	50.0
Parents Requires Participation in Activities			
Yes	(21)	47.6%	52.4
No	(73)	58.9%	41.1
Taken Course in Leadership Skills			
Yes	(31)	48.4%	51.6
No	(64)	59.4%	40.6

Q.29. How easy or difficult do you think it will be for you to get a job in the field that you choose?

TABLE 18

IMPORTANCE FOR STUDENTS LEADER TO EARN A LOT OF MONEY IN THEIR LIFETIME

(Top/Bottom Box Summary)

	(Base)	Very/ Somewhat Important	Not Very Not al all Important
TOTAL	(95)	53.7%	46.3%
Sex			
Male	(47)	61.7%	38.3
Female	(48)	45.8%	54.2
Parents Requires Participation in Activities			
Yes	(21)	66.7%	33.3
No	(73)	50.7%	49.3
Taken Course in Leadership Skills			
Yes	(31)	51.6%	48.4
No	(64)	54.7%	45.3

Profile of the Respondents

Table 19, on Page 70, presents demographic information on these student leaders who have been chosen as leadership representatives in their respective states.

Most of these students, of whom half were male and half were female, live with both parents (85.3%). More than one-in-10 (14.7%) said that they live with one parent.

To create a portrait of these students, they were asked a series of questions about their family characteristics, using a scale of zero to ten. In analyzing their responses, the scales have been broken down to represent three level, from "very" to "fairly" to "not" regarding each characteristic.

The majority described their families as:

— Well-educated
— Tolerant of those with different beliefs or values than their own
— Fairly well off financially
— Fairly lenient
— Very religious
— Very traditional

TABLE 19

PROFILE OF RESPONDENTS

Please describe your family using the following pairs of descriptive phrases. Circle a zero on the zero-to-10 scale if the phrase on the left describes your family. Circle a 10 if the phrase on the right best describes your family. Circle a number between zero and 10 if your family falls somewhere between these two descriptions.

a. My family is very traditional.

0-3 52.6%
4-6 26.3
7-10 21.1
My family is non-traditional.
Mean = 3.8

b. My family is very religious.

0-3 53.7%
4-6 21.1
7-10 25.3
My family is not very religious.
Mean = 4.1

c. My parents are lenient.

0-3 33.7%
4-6 41.1
7-10 25.3
My parents are very strict.
Mean = 4.8

d. My parents are well educated.

0-3 81.1%
4-6 15.8
7-10 3.2
My parents are not well-educated
Mean = 1.9

e. My parents are very well off financially.

0-3 32.6%
4-6 44.2
7-10 22.1
My parents are not very well off financially.
Mean = 4.8

f. My parents are tolerant of those with different beliefs or values.

0-3 60.0%
4-6 25.3
7-10 14.7
My parents are intolerant of those who are different
Mean = 3.2

Sex

Male, or	49.5%
Female	50.5

Family Situation

I live with both parents	85.3%
I live with one parent	14.7

I.a Topline Survey Results

TOPLINE SURVEY RESULTS
Sylvan/NASSP Survey of
Century III Leadership Award Winners
(N=95)

1. Listed here are some attributes one might consider important to being a leader or having leadership skills. How important are each of these attributes, in your opinion, as possible signs of being a leader? For each item, first rate how important *you personally* feel this quality is to being a leader. Then, rate your impressions of how important you think *your parents* feel this attribute is to being a leader. And, finally, rate how important you think *your teachers* feel each attribute is to being a leader.

	Very Important Quality For Leadership	Somewhat Important Quality For Leadership	Not at all Important Quality For Leadership
Having power			
You Personally	12.6%	69.5	17.9
Your Parents	24.2%	52.6	23.2
Your Teachers	27.4%	60.0	12.6
Being persuasive			
You Personally	72.6%	25.3	2.1
Your Parents	58.9%	40.0	1.1
Your Teachers	55.8%	41.1	2.1
Having a high earning potential			
You Personally	8.4%	36.8	54.7
Your Parents	18.9%	41.1	40.0
Your Teachers	11.6%	51.6	36.8
Having the ability to effect change			
You Personally	93.7%	4.2	1.1
Your Parents	73.7%	25.3	--
Your Teachers	70.5%	27.4	1.1
Being intelligent			
You Personally	69.5%	26.3	4.2
Your Parents	63.2%	34.7	2.1
Your Teachers	69.5%	26.3	4.2

1. (CONTINUED) Listed here are some attributes one might consider important to being a leader or having leadership skills. How important are each of these attributes, in your opinion, as possible signs of being a leader? For each item, first rate how important *you personally* feel this quality is to being a leader. Then, rate your impressions of how important you think *your parents* feel this attribute is to being a leader. And, finally, rate how important you think *your teachers* feel each attribute is to being a leader.

	Very Important Quality For Leadership	Somewhat Important Quality For Leadership	Not at all Important Quality For Leadership
Having a high professional title			
You Personally	3.2%	29.5	67.4
Your Parents	13.7%	43.2	43.2
Your Teachers	10.5%	58.9	30.5
Being well educated			
You Personally	62.1%	29.5	7.4
Your Parents	66.3%	29.5	4.2
Your Teachers	70.5%	24.2	5.3
Having "street smarts"/ common sense			
You Personally	80.0%	17.9	2.1
Your Parents	71.6%	25.3	3.2
Your Teachers	56.8%	41.1	2.1
Being a consensus builder			
You Personally	62.1%	34.7	2.1
Your Parents	47.4%	47.4	4.2
Your Teachers	63.2%	34.7	1.1
Possessing character			
You Personally	85.3%	12.6	1.1
Your Parents	84.2%	13.7	--
Your Teachers	72.6%	25.3	--
Behaving ethically			
You Personally	87.4%	10.5	2.1
Your Parents	89.5%	7.4	3.2
Your Teachers	74.7%	21.1	4.2
Serving others			
You Personally	84.2%	13.7	2.1
Your Parents	76.8%	16.8	6.3
Your Teachers	63.2%	33.7	3.2
Being famous			
You Personally	2.1%	16.8	81.1
Your Parents	6.3%	18.9	73.7
Your Teachers	3.2%	38.9	57.9

2. Which of the following would you say are "rewards" that should accompany student leadership? (CIRCLE AS MANY AS APPLY)

Enhanced self-esteem	92.6%
Personal satisfaction	92.6
Opportunity to serve	88.4
Scholarship/Financial Aid	84.2
Easier admission to college	46.3
Prestige	37.9
Easier access to teachers or counselors	27.4
Popularity	15.8
Power	11.6
Preferential treatment by teachers	6.3
More lenient grading or relaxed academic standards	2.1

3. Are some people just "born leaders"?

Yes	45.3%
No	53.7
DK/NA	1.1

4. How well do you think the people in these different professions set the standards of leadership in America today?

		Very Well	Somewhat Well	Not Very Well
a.	Lawyers	4.2%	58.9	36.8
b.	the President	51.6%	40.0	8.4
c.	Congress	13.7%	51.6	34.7
d.	Your parents/guardians	74.7%	20.0	5.3
e.	Religious leaders	40.0%	37.9	22.1
f.	Educators	58.9%	37.9	3.2
g.	The media	7.4%	29.5	63.2
h.	Supreme Court	47.4%	48.4	4.2
i.	Doctors	31.6%	54.7	13.7
j.	Business Leaders	26.3%	60.0	13.7
k.	Banks and Financial Institutions	6.3%	65.3	28.4
l.	Entertainers and Actors	4.2%	38.9	56.8
m.	Athletes	10.5%	46.3	43.2

5. Do you think of yourself as a leader in your school-related and student activities?

Yes	98.9%
No	1.1

6. About what age did you start taking a leadership position in school-related or student activities?

Under age 10	15.9%
Age 10	10.5
Age 11	11.6
Age 12	14.7
Age 13	15.8
Age 14	13.7
Age 15	14.7
Age 16	3.2
Mean Age	*11.8*

7. Have you set specific goals and standards for personal achievement in your classroom work?

Yes	93.7%
No	6.3

8. Have you set specific goals and standards for personal achievement in your student activities, such as student government, sports, music, clubs etc.?

Yes	93.7%
No	6.3

9. To what extent has participation in student activities helped you to develop the following qualities?

		Helped A lot	Helped Somewhat	Not Helped At All
a.	Develop my emotional well-being	52.6%	40.0	6.3
b.	Accept responsibility for my actions and behavior	74.7%	21.1	3.2
c.	Gain confidence in my own ability	88.4%	10.5	--
d.	Accept criticism	60.0%	36.8	2.1
e.	Cope with stressful situations	72.6%	22.1	4.2
f.	Communicate with others	93.7%	5.3	--
g.	Set goals and follow them through	76.8%	20.0	2.1
h.	Take risks in order to achieve an important goal	61.1%	33.7	4.2
i.	Take initiative to begin and complete a task	85.3%	11.6	2.1
j.	Manage time	64.2%	29.5	5.3
k.	Recognize other people's unique attributes	69.5%	29.5	--
l.	Act ethically	58.9%	35.8	4.2
m.	Develop character	76.8%	18.9	3.2
n.	Provide service	82.1%	14.7	2.1

10. Who do you think has had the most influence on you: a mentor, who has taken you under his or her wing and had an impact on your life; or a role model, who you look up to and try to emulate or be like?

Mentor	48.4%
Role Model	49.5
DK/NA	2.1

11. Now take a look at the following list. In the left column, please circle one person who you consider to be your role model. And then, in the right column, circle one person who you consider to be your mentor (CIRCLE ONE IN EACH COLUMN)

Role Model		Mentor
16.8%	Mother	36.8%
22.1	Father	18.9
17.9	Older sibling	7.4
4.2	Younger sibling	9.5
17.9	Other family member	8.4
12.6	Clergyman	7.4
27.4	Friend/Peer	13.7
20.0	Teacher	41.1

12. Following is a list of categories. Write in the name of a person who you consider to be a role model in the space below. If you can't think of anyone, just write "None."

[Most mentioned role model appears here. SEE ATTACHED CHART FOR DETAILED LISTING]

a.	Current or past political figure	Bill/Hillary Clinton (n=20)
b.	Media personality	Connie Chung (n=8)
c.	Athlete	Michael Jordan (n=12)
d.	Entertainer	Oprah Winfrey (n=6)
e.	Humanitarian/Human Rights Activist	Martin Luther King, Jr. (n=21)
f.	Author/philosopher	Maya Angelou (9)
g.	Artistic personality	Steven Speilberg (n=4)

13. On a scale of zero-to-10, where zero means a very poor job, and 10 means an excellent job, how would you rate the job most schools in this country are doing in training students to be leaders?

Schools are doing a very poor job.
0-3 25.3%
4-6 55.8%
7-10 18.9%
Schools are doing an excellent job.

MEAN = 4.9

14. In your opinion, to what extent do your teachers, in general, do the following?

	A lot	Somewhat	Not Very Much	Not At All
a. Stress the value of leadership.	11.6%	57.9	27.4	3.2
b. Focus class discussion on leadership issues.	5.3%	33.7	47.4	13.7
c. Stress the importance of leadership in parent/teacher conferences.	5.3%	34.7	30.5	28.4
d. Give better grades to leaders.	15.8%	31.6	24.2	28.4
e. Emphasize the importance of non-academic education.	20.0%	47.4	23.2	9.5
f. Hold up others as examples.	30.5%	42.1	20.0	7.4
g. Set examples of leadership themselves.	22.1%	50.5	24.2	3.2

15. How much influence do your parents have on setting your personal performance goals? Do they have...

A great deal of influence,	48.4%
Only some influence,	45.3
No influence at all?	6.3

16. Please indicate if a parent or family member has done any of the following to encourage you to learn leadership skills?

		Yes, Parent or Family Member Has Done	No, Parent or Family Member Has Not Done
a.	Set leadership examples for you to follow.	83.2%	16.8
b.	Given you the freedom to try new activities.	95.8%	4.2
c.	Paid you for taking part in activities.	36.8%	63.2
d.	Required you to participate in activities.	22.1%	76.8
e.	Withheld or limited privileges as a punishment for not participating.	4.2%	94.7
f.	Identified activities and directed you toward them.	58.9%	41.1
g.	Forbidden you from taking part in certain activities.	12.6%	86.3

17. After reading the following statements, please note whether you strongly agree, somewhat agree, somewhat disagree or strongly disagree with each one.

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
a. Leadership opportunities, both in school and out of school, are available to anyone, regardless of their background.	28.4%	40.0	25.3	6.3
b. Leadership opportunities, both in school and out of school, are available to anyone, regardless of their academic performance.	21.1%	35.8	33.7	9.5
c. There are more leadership opportunities available, both in school and out of school, to men than to women.	10.5%	32.6	26.3	30.5
d. There are more leadership opportunities available, both in school and out of school, to minority students.	4.2%	10.5	44.2	41.1

18. To what extent do you think the following are barriers to becoming a leader or developing leadership skills?

		A lot	Somewhat	Not very Much
a.	Lack of involvement in activities as a pre-teen	28.4%	41.1	30.5
b.	Too few programs inside the schools	37.9%	35.8	26.3
c.	Too few programs outside the schools	29.5%	48.4	22.1
d.	Lack of prominent role models	50.5%	36.8	12.6
e.	Ineffective school programs	42.1%	46.3	10.5
f.	Discrimination regarding a person's color	30.5%	41.1	28.4
g.	Discrimination regarding a person's sex	27.4%	41.1	31.6

19. Have cutbacks in your school eliminated programs or activities that gave students opportunities to learn leadership skills?

Yes, cutbacks have eliminated "leadership" opportunities	35.8%
No, cutbacks have not eliminated "leadership" opportunities	64.2

20. In the absence of leadership-oriented programs/activities at schools, where do you think students have turned or would turn?

Do things with friends	85.3%
Watch more television	69.5
Programs sponsored by a church/temple/other religious institution	60.0
Drugs/alcohol	57.9
Gangs	49.5
Community/neighborhood sports programs	47.4
Community youth organization	45.3
Spend more time at home	37.9
Scouts	29.5
YMCA/YWCA	16.8
Work/Study program	15.8
Spend more time studying/on academic subjects	14.7
Supplemental learning centers/tutorial programs	5.3
Jobs/Working	2.1
Other	7.4

21. Should courses in leadership skills be included in middle-level and high schools?

Yes	76.8%
No	23.2

22. Have you ever take a course in leadership skills?

Yes	32.6%
No	67.4

23. By looking at the following list, please rank in order of importance — with "1" being "most important" and "8" being "least important" — the place or circumstances where most students learn the qualities and responsibilities of being leaders?

Learn qualities and responsibilities of being leaders	[Average] RANK
From home	2.1
From student activities such as student government, school clubs or other organizations	2.2
In the classroom	3.3
By being a member of a sports team	3.8
By participating in religious activities	4.8
From the media -- newspapers or TV	5.9
From supplemental learning centers or tutorial programs	6.1
By belonging to gangs or cults	7.5

24. What state do you live in?

_____

25. What state do you go to school in?

_____

26. Take a look at the following in-school and afterschool activities. Please note whether you think the activity is important or not. Also, please note whether you have or have not actually been involved in the type of activity yourself.

		Important To Do	Not Important To Do	Have Done	Have Not Done
a.	Participate in student government	82.1%	17.9	86.3%	13.7
b.	Do community volunteer work	98.9%	1.1	100%	--
c.	Get involved in inter-scholastic sports	73.7%	26.3	80.0%	20.0
d.	Get involved in school fine arts programs	76.8%	23.2	73.7%	26.3
e.	Participate in supplemental learning centers or tutorial programs	55.8%	43.2	48.4%	51.6

27. When you complete all of your currently planned schooling, what is the highest level you hope you will have reached? (CIRCLE ONLY ONE RESPONSE)

College graduate -- bachelor's degree	3.2%
Graduate or professional degree beyond Bachelor's	94.7
Don't know	2.1

28. What line of work do you want to pursue once you finish with your schooling?

Government/Public Service	(n=22)
Medical/Health Science	(n=21)
General Science	(n=14)
Law	(n=13)
Education	(n=10)
Business/Economics	(n= 9)
Journalism	(n= 5)
Other	(n= 2)

[* Number adds up to more than 95 due to multiple career choices by certain students.]

29. How easy or difficult do you think it will be for you to get a job in the field that you choose?

Very easy	8.4%
Somewhat easy	47.4
Somewhat difficult	31.6
Very difficult	12.6

30. How important is it that you earn a lot of money in your lifetime?

Very important	6.3%
Somewhat important	47.4
Not very important	41.1
Not important at all	5.3

31. When you are spending time with your friends, how often do you talk about...

		Very Often	Often	Not Very Often	Never
a.	Current events	22.1%	57.9	17.9	1.1
b.	Politics	18.9%	49.5	25.3	5.3
c.	Relationships or romance	52.6%	29.5	15.8	1.1
d.	School	70.5%	26.3	2.1	--
e.	Music/Movies	28.4%	46.3	23.2	1.1
f.	Fashion	6.3%	12.6	50.5	29.5
g.	The future	55.8%	35.8	6.3	1.1
h.	Parties	6.3%	22.1	50.5	20.0
i.	Shopping	4.2%	12.6	46.3	35.8
j.	Your parents	21.1%	48.4	24.2	5.3

32. Thinking about your friends, would you say they are...

Very similar to yourself,	10.5%
Similar in some ways and different in others,	84.2
Or are they very different from yourself?	5.3

33. Please describe your family using the following pairs of descriptive phrases. Circle a zero on the zero-to-10 scale if the phrase on the left describes your family. Circle a 10 if the phrase on the right best describes your family. Circle a number between zero and 10 if your family falls somewhere between these two descriptions.

a. My family is very traditional.

0-3	52.6%
4-6	26.3
7-10	21.1

My family is non-traditional.

Mean = 3.8

b. My family is very religious.

0-3	53.7%
4-6	21.1
7-10	25.3

My family is not very religious.

Mean = 4.1

c. My parents are lenient.

0-3	33.7%
4-6	41.1
7-10	25.3

My parents are very strict.

Mean = 4.8

d. My parents are well educated.

0-3	81.1%
4-6	15.8
7-10	3.2

My parents are not well-educated

Mean = 1.9

e. My parents are very well off financially.

0-3	32.6%
4-6	44.2
7-10	22.1

My parents are not very well off financially.

Mean = 4.8

f. My parents are tolerant of those with different beliefs or values.

0-3	60.0%
4-6	25.3
7-10	14.7

My parents are intolerant of those who are different

Mean = 3.2

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34. Please indicate if you are...

Male, or	49.5%
Female	50.5

35. Which of the following best describes your family situation?

I live with both parents	85.3%
I live with one parent	14.7

Q.12 ALL ROLE MODELS

Following is a listing of all names student leaders listed regarding people whom they considered to be role models. Then "N" equals the actual number of mentions.

(# of Mentions)	Name of Role Model
21	Martin Luther King Jr.
20	Bill or Hillary Clintons
	(11) Hillary
	(9) Bill
14	Mother Theresa
12	Michael Jordan
10	Ghandi
9	Abraham Lincoln
9	Maya Angelou
8	Nelson Mandela
8	Connie Chung
7	John F. Kennedy
6	Tom Brokaw
6	Oprah Winfrey
5	Jimmy Carter
5	Walter Cronkite
5	Thomas Jefferson
5	Arthur Ashe
4	John Locke
4	Ayn Rand
4	Dan Rather
4	Thurgood Marshall
4	Janet Reno
4	Steven Spielberg
3	Sting
3	Malcolm X
3	Norman Rockwell
3	Paul Simon
3	Peter Jennings
3	Bill Cosby
3	Barbara Walters
3	Garth Brooks
3	Dale Murphy
2	Barbra Streisand
2	Albert Camus
2	Audrey Hepburn
2	Billy Joel
2	Bob Hope
2	Candace Bergen
2	Carl Sandburg
2	Chris Evert Lloyd
2	C S Lewis
2	Elton John
2	Georgia O'Keefe
2	Gloria Steinam
2	Harry Connick Jr.
2	Henry David Thoreau

(# of Mentions)	Name of Role Model
2	J D Salinger
2	Jesse Owens
2	John Grisham
2	John Steinbeck
2	Kahlil Gibran
2	Katie Couric
2	Larry Bird
2	Leonardo Da Vinci
2	Magic Johnson
2	Mel Gibson
2	Mozart
2	Nolan Ryan
2	Pablo Picasso
2	Paul Newman
2	Robert F. Kennedy
2	Ronald Reagan
2	Salvador Dali
2	Susan B. Anthony
2	Walt Disney
2	William Shakespeare
2	William Lloyd Garrison
2	Woodrow Wilson
2	Wynton Marsalis
1	A. Einstein
1	Kesey
1	Fritjo
1	Capra
1	Al Gore
1	Al Green
1	Alan Dershowitz
1	Albert Schweitzer
1	Aldous Huxley
1	Alex Haley
1	Alexander Solzhenitsyn
1	Amatar Etzioni
1	Amy Grant
1	Anita Roddick
1	Anna Quindlan
1	Anne Rice
1	Ansel Adams
1	Aretha Franklin
1	Athol Fugard
1	Barbara Mikulski
1	Barry Sanders
1	Beethoven
1	Ben Franklin
1	Betty Friedan

(# of Mentions)	Role Models
1	Beverley Sills
1	Bill Gates
1	Bill Brady
1	Billy Mills
1	Billy Crystal
1	Billy Graham
1	Blaise Pascal
1	Bob Marley
1	Bob Dole
1	Bob Woodward
1	Bob Inglis
1	Borris Becker
1	Brian Boitano
1	Bruce Lee
1	Bryant Gumbel
1	Carl Sagan
1	Carlie Ward
1	Carol Mosely Braun
1	Cesar Chavez
1	Charles Kuralt
1	Charles Mingus
1	Charles Colson
1	Christ
1	Claude Monet
1	Clyde Decker
1	Cokie Roberts
1	Colleen McCullough
1	Congressman Bill Archer
1	Connie Tenboom
1	Dalai Lama
1	Dan Jenson
1	Dan Quayle
1	Darrell Green
1	Darren Daulton
1	Dave Johnson
1	David Brinkley
1	David Letterman
1	DC Talk (Christian Music Group)
1	Denzel Washington
1	Diego Rivera
1	Douglas Jofstadter
1	Dr. Reiner Klimke
1	Dwight D. Eisenhower
1	Earl Reum
1	Eddie Vedder
1	Edgar Cayce
1	Eleanor Roosevelt
1	Elie Weisel
1	Elizabeth Taylor
1	Ellen Goodman
1	Emmit Smith
1	Evander Holyfield

(# of Mentions)	Role Models
Florence Griffith	Joyner
1	Former President George Bush
1	Frank Lucas (state rep)
1	Frank Lloyd Wright
1	Friend
1	Gabriel Sabatini
1	Gary Leddy
1	Gene Roddenberry
1	George Orwell
1	George Will
1	George Brett
1	Georges Seurat
1	Harrison Ford
1	Harry Wu
1	Harry Chapin
1	Hugh Downes
1	Isiah Thomas
1	Itzak Pearlman
1	Jack Germond
1	Jack Kevorkian
1	Jack Kemp
1	James Thurber
1	James Russell Lowell
1	James Michener
1	Jane Pauley
1	Jenny Holzer
1	Jesse Jackson
1	Jim Vance
1	Jimmy Stuart
1	Joan Lunden
1	Joan Banoit Samuelson
1	Joe Montana
1	Pat Riley
1	John Wayne
1	John Muir
1	John Lennon
1	John Elway
1	John Fowler
1	Johnny Carson
1	Jon Secada
1	Jonathan Demme
1	Josh McDowell
1	Katharine Hepburn
1	Keith Haring
1	Ken Follett
1	Kenneth Branagh
1	Kevin Costner
1	Kirk Cameron
1	Kurt Vonnegut
1	Larry King
1	Lech Walesa
1	Lou Gehrig

(# of Mentions)	Role Models
1	Louisa May Alcott
1	Lucille Ball
1	M. C. Escher
1	Margaret Thatcher
1	Mario Lemieux
1	Marion Wright Edelman
1	Marjolisa Hamelainnen (cross country skier)
1	Mark Twain
1	Mary Lou Retton
1	Meg Ryan
1	Michael Stipe
1	Michael W. Smith
1	Michael Stipe
1	Michael Grisam
1	Michael W. Smith
1	Midori Ito
1	Mike Dowling
1	Mike Keller (personal friend)
1	Mikhail Gorbachev
1	Monica Seles
1	Mortimer Adler
1	My Grandfather
1	Nancy Kerrigan
1	Nathaniel Hawthorne
1	Neeme Jarvi
1	Nicole Kidman
1	Nina Totenberg
1	Pablo Moses (Olympic Swimmer)
1	Patricia Ireland
1	Paul Conrad
1	Paul Harvey
1	Tchiakowsky
1	Phil Collins
1	Pope John Paul II
1	Ralph Waldo Emerson
1	Reggie Lewis
1	Rep Blanche Lambert
1	Rob Reiner
1	Robert Frost
1	Robert Fulgrum
1	Robert Michael Kelly
1	Robin Williams
1	Ross Perot
1	Rudyard Kipling
1	Rush Limbaugh
1	S.E. Hinton
1	Salivaa Atisanoe (Konishiki)
1	Sam Nunn
1	Scott Hamilton
1	Shannon Miller
1	Shimon Peres
1	Sigmund Freud
1	Sinclair Lewis
1	Socrates
1	Stephen Hawking
1	Stephen Sondheim
1	Steve Young
1	T.S. Eliot
1	Ted Turner
1	Ted Sorenson
1	Ted Koppel
1	Terry Woster
1	Theodore Roosevelt
1	Theodore S. Giesel (Dr. Suess)
1	Tip O'Neil
1	Tom Landry
1	Toni Morrison
1	Troy Aikman
1	Upton Sinclair
1	Van Gough
1	Victor Hugo
1	Virginia Woolf
1	Vladimir Pozner
1	Voltaire
1	Wayne Dyer
1	Whitney Houston
1	Willa Cather
1	Winston Churchill
1	Zack de la Rocha

II. Results of the Telephone Survey of High School Seniors

II. Results of the Telephone Survey of High School Seniors

General Views Toward Leadership

- A wide majority of the high school seniors agreed that education, service, ethical behavior, "street smarts," and intelligence are all very important signs of leadership, a quality that most believe some people are simply "born with." Two-in-five agreed that the President, business leaders, religious leaders, athletes, Congress, entertainers, or the media set the standards of leadership in America today very well.

At the interview start, the high school seniors were asked a series of questions which sought to elicit their opinions about leadership as a whole, including the qualities they consider to be signs of leadership, whether leadership is inherent in some, and how well leaders in various professions set the standards for leadership today.

As shown in Table 20, on Page 92, the qualities the seniors most often considered to be "very important" criteria for leadership, were: being well-educated (80.0%); serving others (72.3%); having "street smarts," or common sense (67.5%); behaving ethically (70.5%); and being intelligent (65.3%). The sometimes rewards of leadership—high earning potential and power—were viewed most often as being only "somewhat important" signatures of leadership itself (45.7%, and 58.5%, respectively).

A majority of the seniors interviewed (63.3%) were convinced that some people are just "born leaders." When viewed by different demographic variables, in Table 21, Page 93, there was some evidence of divergent opinion. Those convinced in highest number that leadership is inherent in some, were: males (64.5%); those who have no plans to seek further formal

education beyond high school graduation (73.3%); and, those who did not consider themselves to be leaders in school-related and student activities (67.4%).

The seniors showed some degree of disillusionment regarding who the standard-bearers for leadership are in the country today. As is detailed in Table 22, on Page 94, when asked to evaluate how well people in a variety of different key professions set the standards of leadership in America, the seniors most often indicated that people in all categories set these standards only "somewhat well."

Topping the list, however, was the President, with 39.7% of all the seniors claiming that Bill Clinton sets the standards of leadership in America today "very well."

Approximately one third of all the seniors gave such a favorable rating to: business leaders (34.7%); religious leaders (33.1%); and, athletes (32.7%). Least likely to be viewed in such strong favor as standard bearers of leadership were: Congress (22.8%); entertainers/actors (20.0%); and, the media (14.2%).

TABLE 20

QUALITIES PERCEIVED BY HIGH SCHOOL SENIORS TO BE IMPORTANT SIGNS OF LEADERSHIP

	Very Important Quality	Somewhat Important Quality	Not at All Important Quality
Being well-educated	80.0%	18.8	1.2
Serving others	72.3%	23.8	4.0
Behaving ethically	70.5%	27.1	2.4
Having "street smarts"/ common sense	67.5%	30.5	1.8
Being intelligent	65.3%	32.9	1.8
Having a high earning potential	42.7%	45.7	11.4
Having power	19.4%	58.5	22.0

(Bases = 501)

1. I would like to read you a list of attributes one might consider important to being a leader or having leadership skills. How important are each of these attributes, in your opinion, as possible signs of being a leader—very important, somewhat important, or not at all important?

TABLE 21

VIEWS OF HIGH SCHOOL SENIORS ON WHETHER LEADERSHIP QUALITIES ARE AN INHERENT TRAIT

	(Base)	Yes - "Born"	No - "Not Born"
TOTAL	(501)	63.3%	36.7
Sex			
Male	(245)	64.5%	35.5
Female	(256)	62.1%	37.9
Level of Education Reaching For			
Trade Sch./A.S.	(37)	54.1%	45.9
Coll. Grad./B.A.	(215)	67.0%	33.0
Prof. Beyond B.A.	(196)	62.8%	37.2
No Further	(15)	73.3%	26.7
Leader in School/Student Activities			
Yes	(323)	61.0%	39.0
No	(178)	67.4%	32.6

2. Are some people just "born leaders"?

TABLE 22

HIGH SCHOOL SENIORS' EVALUATIONS OF WHO SETS STANDARDS OF LEADERSHIP IN AMERICA TODAY

	Very Well	Somewhat Well	Not Very Well
The President	39.7%	48.7	11.2
Business Leaders	34.7%	56.5	8.6
Religious Leaders	33.1%	55.1	11.8
Athletes	32.7%	55.1	12.0
Congress	22.8%	57.1	20.2
Entertainers/Actors	20.0%	57.7	22.0
The Media	14.2%	47.5	38.3

(Bases = 501)

Q.3. How well do you think the people in the following different professions set the standards of leadership in America today?

Personal Evaluation of Leadership Role

Personal Qualities of and Contributing Factors to Leadership

- Most of the seniors defined themselves as being leaders in their school activities, and claimed that they had set their own personal goals and standards for achievement both in and out of the classroom.

When asked, a majority of the high school seniors interviewed (64.5%) reported that they consider themselves to be leaders in school-related and student activities. As detailed on Table 23, Page 98, those who were most likely to consider themselves leaders, were: females (65.6%); and, those who were college-bound (67.4% of those intending to obtain a B.A., claimed they were leaders, as did 71.4% of those with plans to seek education beyond the baccalaureate level).

Sweeping majorities of seniors interviewed claimed that they had set specific goals and standards for personal achievement in the classroom (92.2%), and in non-classroom activities, such as student government, sports, music, and clubs (80.6%). See Table 24, on Page 99.

Females were more likely to indicate they set achievement goals than males, both in the classroom (95.3% versus 89.0%), and in extracurricular activities (81.6% versus a closer 79.6%).

Of further interest, the seniors intending to attend trade schools, and/or to achieve associate's level degrees, were proportionately *most* likely to claim they set classroom goals for achievement (97.3%), and *least* likely to claim they set such achievement goals in other student activities.

As could perhaps be expected, those who had previously identified themselves as "leaders" in their school activities claimed that they set achievement goals in and out of the

classroom in greater number than those who contended that they were *not* leaders.

How School Environment Influences Leadership Development

- As a whole, the students felt that schools are only doing an average job today in their efforts to train students to be leaders, and teachers are only somewhat dedicated to leadership instruction.

All the seniors were next asked to evaluate the job being done by most schools in the country in training students to be leaders. Results are displayed in Table 25, on Page 100.

On a scale of zero-to-ten, where "0" indicated the lowest possible score, and "10" indicated the highest, the students rated U.S. schools with a mid-level mean score, or "average," of: 6.0.

There was virtual parity on this issue, by gender and by the level of education eventually being sought by the seniors. However, those intending to obtain a B.A., were slightly higher in their evaluation of the leadership training efforts of American schools (average score of 6.2 for those wishing to obtain a B.A., versus 5.9 for those with all other academic goals), as were those who were self-identified leaders (average score of 6.2, versus 5.8 for non-leaders).

In possible explanation, the seniors most often claimed that their teachers *"somewhat"*: set examples of leadership themselves (54.5%); emphasize the importance of non-academic education (51.9%); stress the value of leadership (47.7%); and, focus class discussion on leadership issues (47.5%). See Table 26, on Page 101.

How Home and Family Environment Influences Leadership Development

- In general, parents were viewed in a more favorable light for their efforts to encourage leadership skills in their daughters and sons.

Parents and other family members are actively encouraging the leadership skills of their senior-level children, however, according to those interviewed.

As is exhibited in Table 27, Page 102, wide majorities of seniors agreed that parents or family members have: given them freedom to try new activities (97.2%); set leadership examples for them to follow (90.4%); and, identified activities and directed them toward them (80.8%).

Parents and family members are split regarding the enforcement of this kind of participation, however, according to the students interviewed. Over half (53.1%) claimed that their families *do not* require them to participate in various activities that would enable them to learn leadership skills, while the remaining segment (46.9%) claimed that their families *do* make such requirements.

TABLE 23

PERCEPTIONS OF HIGH SCHOOL SENIORS OF THEMSELVES AS LEADERS IN SCHOOL-RELATED AND STUDENT ACTIVITIES

	(Base)	Yes - A Leader	No - Not a Leader
TOTAL	(501)	64.5%	35.5
Sex			
Male	(245)	63.3%	36.7
Female	(256)	65.6%	34.4
Level of Education Reaching For			
Trade Sch./A.S.	(37)	32.4%	67.6
Coll. Grad./B.A.	(215)	67.4%	32.6
Prof. Beyond B.A.	(196)	71.4%	28.6
No Further	(15)	40.0%	60.0

4. Do you think of yourself as a leader in school-related and student activities?

TABLE 24

WHETHER HIGH SCHOOL STUDENTS HAVE SET GOALS AND STANDARDS FOR PERSONAL ACHIEVEMENT IN AND OUT OF THE CLASSROOM

	(Base)	Yes -- In the Classroom	Yes -- in Student Activities
TOTAL	(501)	92.2%	80.6%
Sex			
Male	(245)	89.0%	79.6%
Female	(256)	95.3%	81.6%
Level of Education Reaching For			
Trade Sch./A.S.	(37)	97.3%	48.6%
Coll. Grad./B.A.	(215)	90.2%	81.9%
Prof. Beyond B.A.	(196)	96.9%	87.8%
No Further	(15)	86.7%	73.3%
Leader in School/Student Activities			
Yes	(323)	95.0%	92.6%
No	(178)	87.1%	59.0%

5. Have you set specific goals and standards for personal achievement in your classroom work?

6. Have you set specific goals and standards for personal achievement in your student activities, such as student government, sports, music, clubs?

TABLE 25

VIEWS OF HIGH SCHOOL SENIORS TOWARD THE EFFORTS OF SCHOOLS TO TRAIN STUDENTS TO BE LEADERS

(Mean Summary*)

	(Base)	Mean Rating
TOTAL	(501)	6.0
Sex:		
Male	(245)	6.0
Female	(256)	6.0
Level of Education Reaching For:		
Trade Sch./A.S.	(37)	5.9
Coll. Grad./B.A.	(215)	6.2
Prof. Beyond B.A.	(196)	5.9
No Further	(15)	5.9
Leader in School/Student Activities:		
Yes	(323)	6.2
No	(178)	5.8

7. On a scale of zero-to-ten, where zero means a very poor job, and ten means an excellent job, how would you rate the job most schools in this country are doing in training students to be leaders?

*(Mean scores were calculated from the raw scores given by the students, where "0" = "very poor job"/"10" = "excellent job.")

TABLE 26

VIEWS OF HIGH SCHOOL SENIORS TOWARD THE JOB BEING DONE BY THEIR TEACHERS IN LEADERSHIP INSTRUCTION

	Do A Lot	Do Somewhat	Not Very Much	Not at All
Set examples of leadership themselves	31.5%	54.5	10.8	3.2
Stress the value of Leadership	26.1%	47.7	22.8	3.2
Emphasize the importance of non-academic education	20.8%	51.9	21.0	6.4
Focus class discussion on leadership issues	12.0%	47.5	32.1	8.2

(Bases = 501)

8. In your opinion, to what extent do your teachers, in general, do the following -- a lot, somewhat, not very much, or not at all?

TABLE 27

VIEWS OF HIGH SCHOOL SENIORS TOWARD THE JOB BEING DONE BY THEIR PARENTS IN ENCOURAGING LEADERSHIP SKILLS

	Yes, Parent or Family Member Has Done	No, Parent or Family Member Has Not Done
Given you the freedom to try new activities	97.2%	2.8
Set leadership examples for you to follow	90.4%	9.4
Identified activities and directed you toward them	80.8%	19.2
Required you to participate in activities	46.9%	53.1

(Bases = 501)

9. Now, please tell me whether a parent or family member has done any of the following to encourage you to learn leadership skills ... ?

Leadership Barriers and Opportunities

Potential Barriers

- The high school seniors were in agreement that racism, the absence of role models, ineffective school programs, and sexism all stand as barriers against the development of leadership skills.

All the seniors were read a list of various factors and were asked to evaluate the extent to which each are barriers to becoming leaders, or developing leadership skills. Results are shown in Table 28, on Page 106.

The factors read were all considered by a majority of the seniors interviewed as being a barrier "a lot" or "somewhat" to leadership. The factor receiving the greatest number of "a lot" evaluations by the students was racial discrimination (30.3%); followed by: lack of prominent role models (29.3%), ineffective school programs (28.3%), and sexual discrimination (23.2%).

Cutbacks in School Programs

- Nearly half of all interviewed claimed that cutbacks at their schools have resulted in the elimination of programs or activities that once gave students the opportunity to learn leadership skills.

Nearly half of the students (48.7%), when asked, claimed that, through cutbacks, their schools have eliminated programs or activities that gave students opportunities to learn leadership skills.

Next, all were probed for their opinions toward where students have turned, or do turn,

in the absence of such leadership-oriented programs and activities in school.

As displayed in Table 29, on Page 107, the responses varied widely. Most often, seniors felt that students would, or do, occupy themselves by spending time with friends (13.0%). While some felt fellow students have turned, or would turn to: gangs (6.8%), drugs/alcohol (4.8%), crime (1.8%), and the streets (1.6%) in the absence of leadership-oriented programs; others were as convinced that students are, or would be, drawn, in these cases, to: the home (6.4%), religious activities and programs (5.0%), their parents (4.0%), teachers/counselors (3.6%), community sports programs (3.6%), and other equally benign attractions.

Over nine-in-10 (92.6%) seniors agreed that courses in leadership skills *should* be included in middle-level and high schools, while less than one-in-three (29.5%) reported that they have taken such courses themselves.

Importance of and Involvement in Afterschool Activities

- Regarding existing leadership opportunities, majorities agreed that it is important to participate in a wide variety of in-school and afterschool activities, yet, segments of smaller sizes confessed that they, themselves, have participated in such endeavors.

At this point in the interview, the students were all read a list of in-school and afterschool activities. They were subsequently asked if they felt these activities were important, and whether they, themselves, have actually been involved in such pursuits.

As displayed in Table 30, on Page 108, majorities agreed that it was "important" to: do community volunteer work (93.2%); participate in school government (79.6%); participate in

supplemental learning centers or tutorial programs (79.4%); get involved in inter-scholastic sports (77.2%); and, get involved in school fine arts programs (73.9%). Yet, far fewer proportions of seniors claimed that they have, themselves, been involved in such activities. In fact, majorities reported that they *have not*: participated in supplemental learning centers or tutorial programs (69.9%); or, participated in school government (57.4%).

TABLE 28

EXTENT TO WHICH VARIOUS FACTORS ARE PERCEIVED
TO BE BARRIERS TO LEADERSHIP
BY HIGH SCHOOL SENIORS

	A Lot	Somewhat	Not Very Much	Not At All
Discrimination regarding a person's color	30.3%	36.5	13.8	18.8
Lack of prominent role models	29.3%	53.7	11.2	5.6
Ineffective school programs	28.3%	56.7	11.4	3.2
Discrimination regarding a person's sex	23.2%	41.5	17.6	17.2

(Bases = 501)

10. To what extent do you think the following are barriers to becoming a leader or developing leadership skills?

TABLE 29

VIEWS OF HIGH SCHOOL SENIORS REGARDING WHERE STUDENTS TURN IN THE ABSENCE OF LEADERSHIP-ORIENTED PROGRAMS

	TOTAL
Do things with friends	13.0%
Gangs	6.8
Spend more time at home	6.4
Programs sponsored by church/temple/ other religious institution	5.0
Drugs/alcohol	4.8
Parents	4.0
Teachers/counselors	3.6
Community/neighborhood sports program	3.6
Watch more television	3.0
Community youth organization	2.6
Work/study program	2.0
Crime/violence	1.8
Spend more time studying/on academic subjects	1.6
Streets	1.6
Sport/school sports	1.6
Athletes/role models	1.6
Nowhere	1.4
Music/arts	0.8
Work/job	0.8
Supplemental learning centers/ tutorial programs	0.6
YMCA/YWCA	0.4
Drop out of school	0.4
Other	2.2
Don't Know/Refused	29.5
(Base)	(501)

12. In the absence of leadership-oriented programs/activities at schools, where do you think students have turned, or would turn? (DO NOT READ LIST. ACCEPT ONE RESPONSE ONLY.)

TABLE 30

RELATIVE IMPORTANCE OF VARIOUS ACTIVITIES TO HIGH SCHOOL SENIORS

	Important To Do	Not Important To Do	Have Done	Have Not Done
Do community volunteer work	93.2%	6.8	78.6%	21.4
Participate in student government	79.6%	20.0	42.5%	57.5
Participate in supplemental learning centers or tutorial programs	79.4%	20.0	29.1%	69.9
Get involved in inter-scholastic sports	77.2%	22.8	66.1%	33.9
Get involved in school fine arts programs	73.9%	25.9	58.7%	41.1
	(Bases = 501)		(Bases = 501)	

17. Now I'm going to read you a list of in-school and afterschool activities. First, please tell me whether you think the activity is important or not. And then, tell me whether you have or have not actually been involved in the type of activity yourself.

Future Plans and Expectations

- Over one third of the seniors added that, when spending time with their friends, they talk "very often" about the future. Four-in-five seniors surveyed claimed that they hope to achieve a B.A., or higher, by the time they complete all of their planned schooling. Those with the highest degree expectations have the lowest expectations, however, for the ease with which they will be able to obtain jobs in their chosen fields. Over three-in-four of the young adults agreed that it is important to make "a lot" of money in their lifetime, and those most proportionately convinced plan on attending trade schools and/or earning an A.S.

When probed about the frequency with which they discuss various topics with friends, the one subject that surfaced on top of the seniors' lists was their social life, including romance, parties, and entertainment (55.5% discuss "very often"). The future was also a key topic to the students, 34.3% of whom claimed to discuss it very often with friends, and an additional 48.3% of whom reported they discuss it often. See Table 31, on Page 111.

School followed as a topic of discussion, with 23.6% claiming they discuss it very often, and an additional 48.3% answering that it is often discussed with friends. Least likely to be a topic of discussion among the seniors was current events. A full 48.1% stated they do not discuss current events very often, while an additional 10.2% said they never discuss them.

When asked what their academic anticipations were for the future, the seniors most often answered that they have plans to obtain a bachelor's degree (42.9%), but a fairly large segment of 36.1% reported that they plan to obtain a graduate or professional degree, beyond the baccalaureate level. See Table 32, on Page 112.

As shown, those hoping to achieve the highest levels of education—that is, beyond

baccalaureate—were proportionately most often: female (41.8%); from one parent households (43.2%); self-described leaders in school activities (43.3%); and, from households where their participation in various leadership activities was required (40.0%).

More often than not, the students reported that they believe it will be "very" or "somewhat" difficult to obtain a job in their chosen field. As can be seen in Table 33, Page 113, those proportionately most disillusioned in this regard, were: males (52.7%); those seeking degree work beyond a B.A. (55.6%); and, those who indicated that they were *not* leaders in school activities (52.2%).

The desire to earn "a lot of money" was high among the high school seniors, 78.4% of whom claimed that this goal was "very" or "somewhat" important to them. Here, the genders were of equal mind; however, those with plans to attend trade schools and/or achieve associate's degrees claimed that earning a lot of money was important to them proportionately more often than did those with other academic plans (91.9%). See Table 34, on Page 114.

TABLE 31

TOPICS OF CONVERSATION MOST OFTEN
HELD BETWEEN HIGH SCHOOL SENIORS

	Very Often	Often	Not Very Often	Never
Your social life, such as romance, parties, entertainment	55.5%	33.5	10.0	1.0
The future	34.3%	48.3	16.4	1.0
School	23.6%	48.3	24.4	3.8
Current events/ politics	10.8%	30.9	48.1	10.2

(Base = 501)

21. When you are spending time with your friends, how often do you talk about the following -- very often, often, not very often, or never?

TABLE 32

HIGHEST LEVEL OF SCHOOLING ANTICIPATED BY THE HIGH SCHOOL SENIORS

	(Base)	Trade Sch/ A.S.	Coll. Grad. B.A.	Prof./ Beyond B.A.	No Further
TOTAL	(501)	7.4%	42.9	39.1	3.0
Sex					
Male	(245)	6.9%	44.1	36.3	4.9
Female	(256)	7.8%	41.8	41.8	1.2
Family Situation					
Both Parents	(363)	7.4%	44.4	38.3	2.5
One Parent	(132)	6.8%	37.9	43.2	4.5
Leader in School/Student Activities					
Yes	(323)	3.7%	44.9	43.3	1.9
No	(178)	14.0%	39.3	31.5	5.1
Family Required Participation					
Yes	(235)	4.3%	45.1	40.0	3.0
No	(266)	10.2%	41.0	38.3	3.0

18. When you complete all of your currently planned schooling, what is the highest level you hope you will have reached? (CIRCLE ONLY ONE RESPONSE.)

("Don't Know"/"Refused" Responses Not Displayed)

TABLE 33

LEVEL OF EASE WITH WHICH HIGH SCHOOL SENIORS ANTICIPATE THEY WILL BE ABLE TO OBTAIN A JOB IN THEIR FIELD OF CHOICE

(Top Box/Bottom Box Summary*)

	(Base)	Very/Somewhat Easy	Very/Somewhat Difficult
TOTAL	(501)	47.5%	51.3
Sex			
Male	(245)	46.9%	52.7
Female	(256)	48.0%	50.0
Level of Education Reaching For			
Trade Sch./A.S.	(37)	64.9%	35.1
Coll. Grad./B.A.	(215)	47.9%	50.2
Prof. Beyond B.A.	(196)	43.9%	55.6
No Further	(15)	53.3%	46.7
Leader in School/Student Activities			
Yes	(323)	48.6%	50.8
No	(178)	45.5%	52.2

19. How easy or difficult do you think it will be for you to get a job in the field that you choose?

*(Top Box = "Very Easy" and "Somewhat Easy" scores, combined.
Bottom Box = "Somewhat Difficult" and "Very Difficult" scores, combined.)

("Don't Know"/"Refused" Responses Not Displayed)

TABLE 34

RELATIVE IMPORTANCE HIGH SCHOOL SENIORS PLACE ON EARNING "A LOT" OF MONEY DURING THEIR LIVES

(Top Box/Bottom Box Summary*)

	(Base)	Very/Somewhat Important	Not Very/ Not At All Important
TOTAL	(501)	78.4%	21.6
Sex			
Male	(245)	78.0%	22.0
Female	(256)	78.9%	21.1
Level of Education Reaching For			
Trade Sch./A.S.	(37)	91.9%	8.1
Coll. Grad./B.A.	(215)	79.1%	20.9
Prof. Beyond B.A.	(196)	74.0%	26.0
No Further	(15)	73.3%	26.7
Leader in School/Student Activities			
Yes	(323)	77.1%	22.9
No	(178)	80.9%	19.1

20. How important is it that you earn a lot of money in your lifetime -- is it very important, somewhat important, not very important, or not at all important?

*(Top Box = "Very Important" and "Somewhat Important" scores, combined. Bottom Box = "Not Very Important" and "Not at All Important" scores, combined.)

Demographic Summary of High School Seniors

Tables 35 and 36 present demographic information on the high school seniors who were interviewed.

As can be seen in Table 35, Page 116, when asked how well various attributes describe their families, large majorities agreed that "well-educated," "traditional," and "financially well-off" describe their families either very or somewhat well.

Table 36, Page 117, shows that a majority of the seniors interviewed live with both of their parents (72.5%); a near equal distribution was achieved among males (48.9%) and females (51.1%); a comparatively large 36.7% of the seniors came from households in which there were five or more people; and, nearly nine-in-10 were white (89.4%).

Regionally, the South was represented by 31.3%; the North Central states by 24.2%; the West by 22.8%; and, the Northeast by 21.8%.

TABLE 35

PERCEPTIONS OF HIGH SCHOOL SENIORS REGARDING
HOW WELL VARIOUS ATTRIBUTES DESCRIBE THEIR FAMILIES

	Very Well	Somewhat Well	Not Very Well	Not Well At All
Well-educated	52.3%	40.5	6.2	1.0
Traditional	40.7%	39.9	13.8	5.2
Financially well-off	20.2%	58.5	17.8	3.4

(Bases = 501)

22. Please tell me how well the following attributes describe your family. Would you say they describe your family very well, somewhat well, not very well, or not well at all?

("Don't Know"/"Refused" Responses Not Displayed)

TABLE 36

HIGH SCHOOL SENIOR DEMOGRAPHICS

	TOTAL
Family Situation:	
Live with both parents	72.5%
Live with one parent	26.3
Live with someone other than parent	1.2
Sex:	
Male	48.9%
Female	51.1
Region:	
Northeast	21.8%
North Central	24.2
South	31.3
West	22.8
Household Size:	
Two	6.0%
Three	22.4
Four	34.9
Five or More	36.7
Race:	
White	89.4%
Black	7.8
Asian/Pacific Islander	0.4
Native American	0.2

II.a. Topline Survey Results

TOPLINE SURVEY RESULTS
Sylvan/NASSP Survey of
High School Seniors on Leadership
(N-=501)

1. I would like to read you a list attributes one might consider important to being a leader or having leadership skills. How important are each of these attributes, in your opinion, as possible signs of being a leader--very important, somewhat important or not at all important?

	Very Important Quality For Leadership	Somewhat Important Quality For Leadership	Not at all Important Quality For Leadership
Having power	19.4%	58.5%	22.0%
Having a high earning potential	42.7%	45.7	11.4
Being intelligent	65.3%	32.9	1.8
Being well educated	80.0%	18.8	1.2
Having "street smarts"/common sense	67.5%	30.5	1.8
Behaving ethically	70.5%	27.1	2.4
Serving others	72.3%	23.8	4.0

2. Are some people just "born leaders"?

Yes	63.3%
No	36.7%

3. How well do you think the people in the following different professions set the standards of leadership in America today?

		Very Well	Somewhat Well	Not Very Well
a.	The President	39.7%	48.7	11.2
b.	Congress	22.8%	57.1	20.2
c.	Religious leaders	33.1%	55.1	11.8
d.	The media	14.2%	47.5	38.3
e.	Business Leaders	34.7%	56.5	8.6
f.	Entertainers/Actors	20.0%	57.7	22.0
g.	Athletes	32.7%	55.1	12.0

4. Do you think of yourself as a leader in your school-related and student activities?

Yes	64.5%
No	35.5%

5. Have you set specific goals and standards for personal achievement in your classroom work?

Yes	92.2%
No	7.8%

6. Have you set specific goals and standards for personal achievement in your student activities, such as student government, sports, music, clubs?

Yes	80.6%
No	19.4%

7. On a scale of zero-to-10, where zero means a very poor job, and 10 means an excellent job, how would you rate the job most schools in this country are doing in training students to be leaders?

Schools are doing a very poor job.	
0	0.6%
1	0.4
2	1.6
3	3.8
4	10.2
5	15.0
6	22.6
7	31.7
8	11.6
9	1.4
10	1.0
School are doing an excellent Job	

MEAN = 6.04

8. In your opinion, to what extent do your teachers, in general, do the following--a lot, somewhat, or not very much?

	A lot	Somewhat	Not Very Much	Not At All
a. Stress the value of leadership.	26.1%	47.7%	22.8%	3.2%
b. Focus class discussion on leadership issues.	12.0%	47.5	32.1	8.2
c. Emphasize the importance of non-academic education.	20.8%	51.9	21.0	6.4
d. Set examples of leadership themselves.	31.5%	54.5	10.8	3.2

9. Now, please tell me whether a parent or family member has done any of the following to encourage you to learn leadership skills?

	Yes, Parent or Family Member Has Done	No, Parent or Family Member Has Not Done
a. Set leadership examples for you to follow.	90.4%	9.4
b. Given you the freedom to try new activities.	97.2%	2.8
c. Required you to participate in activities.	46.9%	53.1
d. Identified activities and directed you toward them.	80.8%	19.2

10. To what extent do you think the following are barriers to becoming a leader or developing leadership skills?

	A lot	Somewhat	Not very Much	Not At All
a. Lack of prominent role models	29.3%	53.7	11.2	5.6
b. Ineffective school programs	28.3%	56.7	11.4	3.2
c. Discrimination regarding a person's color	30.3%	36.5	13.8	18.8
d. Discrimination regarding a person's sex	23.2%	41.5	17.6	17.2

11. Have cutbacks in your school eliminated programs or activities that gave students opportunities to learn leadership skills?

Yes, cutbacks have eliminated "leadership" opportunities	48.7%
No, cutbacks have not eliminated "leadership" opportunities	50.5
DK/Refused	0.8

12. In the absence of leadership-oriented programs/activities at schools, where do you think students have turned or would turn? [READ--CODE ALL THAT APPLY]

Do things with friends	13.0%
Programs sponsored by a church/temple/other religious inst.	5.0
Gangs	6.8
Community youth organization	2.6
Work/Study program	2.0
Community/neighborhood sports program	3.6
Spend more time at home	6.4
Watch more television	3.0
Spend time by themselves	0.6
Drugs/alcohol	4.8
Spend more time studying/on academic subjects	1.6
Parents	4.0
Teachers/counselors	3.6
Crime/violence	1.8
Streets	1.6
Sport/School sports	1.6
Athletes/role models/role models	1.6
Nowhere	1.4
Music/arts	0.8
Work/Job	0.8
Supplemental learning centers/tutorial programs	0.6
YMCA/YWCA	0.4
Drop out of school	0.4
Other: _____	2.2
DK/Refused	29.5

13. Should courses in leadership skills be included in middle-level and high schools?

Yes	92.6%
No	7.4

14. Have you ever take a course in leadership skills?

Yes	29.5%
No	70.5%

15. What state do you live in?

[SEE COMPUTER TABULATIONS]

16. What state do you go to school in?

[SEE COMPUTER TABULATIONS]

17. Now I am going to read to you a list of in-school and afterschool activities. First please tell me whether you think the activity is important or not. And then tell me whether you have or have not actually been involved in the type of activity yourself.

		Important To Do	Not Important To Do	Have Done	Have Not Done
a.	Participate in student government	79.6%	20.0	42.5%	57.5
b.	Do community volunteer work	93.2%	6.8	78.6%	21.4
c.	Get involved in inter-scholastic sports	77.2%	22.8	66.1%	33.9
d.	Get involved in school fine arts programs	73.9%	25.9	58.7%	41.1
e.	Participate in supplemental learning centers or tutorial programs	79.4%	20.0	29.1%	69.9

18. When you complete all of your currently planned schooling, what is the highest level you hope you will have reached? (CIRCLE ONLY ONE RESPONSE)

College graduate--bachelor's degree	42.9%
Graduate or professional degree beyond Bachelor's	39.1
Trade school/associates 2- year degree	7.4
Not planning to get any further schooling beyond high school	3.0
Don't know	7.6

19. How easy or difficult do you think it will be for you to get a job in the field that you choose?

Very easy	10.4%
Somewhat easy	37.1
Somewhat difficult	45.3
Very difficult	6.0
DK/Refused	1.2

20. How important is it that you earn a lot of money in your lifetime--is it very important, somewhat important, not very important or not at all important?

Very important	19.2%
Somewhat important	59.3
Not very important	17.8
Not at all important	3.8

21. When you are spending time with your friends, how often do you talk about the following--very often, often, not very often or never?

		Very Often	Often	Not Very Often	Never
a.	Current events/politics	10.8%	30.9	48.1	10.2
b.	Your social life, such as romance, parties, entertainment	55.5%	33.5	10.0	1.0
c.	School	23.6%	48.3	24.4	3.8
d.	The future	34.3%	48.3	16.4	1.0

22. Please tell me how well the following attributes describe your family. Would you say they describe your family very well, somewhat well, not very well or not well at all?

		Very Well	Somewhat Well	Not very Well	Not Well At All
a.	Traditional	40.7%	39.9	13.8	5.2
b.	Well-educated	52.3%	40.5	6.2	1.0
c.	Financially well-off	20.2%	58.5	17.8	3.4

23. Which of the following best describes your family situation--do you live with both parents, one parent or someone other than your parents?

Live with both parents	72.5%
Live with one parent	26.3
Live with someone other than parents	1.2

APPENDICES

A. Guidelines When Releasing a Survey for Publicity

GUIDELINES WHEN CONDUCTING SURVEYS FOR PUBLICITY

Many organizations like to conduct surveys primarily to generate publicity, either for themselves ... for their products or services ... or to publicize how people feel toward particular public policy issues or topics that may be of some importance to the organization.

The Ketchum Public Relations Research and Measurement Department welcomes the opportunity of working with Ketchum clients and with Ketchum account staff members in designing and coordinating any and all publicity-related survey research projects.

It is important to recognize, however, that the survey research industry has set very specific standards or ground rules that need to be followed whenever poll results are publicized.

For example, it goes contrary to accepted survey research practice to release only part of a survey's findings because one happens to like some of the results and to deliberately withhold other findings from that same study just because some other data do not support the client's current point of view.

Similarly, when publicizing findings, it is inappropriate to talk about "confidence levels" or "sampling tolerances" when survey respondents are selected using "quota," purposive," or "intercept" sampling techniques, rather than following strict randomization or probability designs. The actual procedures that were followed to collect the data must always be described when the data are eventually released.

Since it is often difficult for public relations professionals to know precisely what is and is not acceptable to do when publicizing survey findings, the Ketchum PR Research Department is prepared to provide whatever assistance and guidance may be needed, both to get the greatest possible "mileage" out of a survey that is conducted for publicity purposes, as well as to distribute information in the most appropriate and ethical manner possible.

At Ketchum, we adhere to the code of ethics of the American Association for Public Opinion Research (AAPOR). That code protects the confidentiality and anonymity of respondents. That code also sets ground rules for the public disclosure of survey results.

Using the AAPOR code as our reference, here are the guidelines that the Ketchum PR Research Department follows -- and which we ask clients and account staff members to follow -- when surveys are conducted to generate publicity:

1. We regard it as essential that all materials that are to be distributed to the press giving survey results be reviewed and approved by the Research Department prior to their release. That includes not only press releases, backgrounders and fact sheets, but also any art work, graphs, pie-charts, and the like.

2. Any press materials relating to surveys must specify who sponsored the research (that is who paid for it) and who conducted the research (that is, who was responsible for designing, coordinating and actually carrying out the project).

3. The press materials should define the population or universe under study and describe the sampling frame used to identify this population. They should describe the sample selection procedures, giving a clear indication of the method by which the respondents were selected by the researchers. Size of sample and, if applicable, completion rates and information on eligibility criteria and screening procedures, also should be released.

4. The press materials should disclose the method (e.g. telephone, mail, face-to-face, mall intercept, etc.), location and dates of all interviewing. There also should be a brief discussion of the precision of the findings, including -- if appropriate -- estimates of sampling error, and a description of any weighting or estimating procedures used.

5. The exact wording of questions should be stated, including the text of any preceding instruction or explanation to the interviewer or respondent that might reasonably be expected to effect the responses. It should be noted when results are based on part of the sample, rather than on the total sample.

6. No information should be released that in anyway might reveal the identity of respondents. Any information about the survey findings that is released should be given in full, or, if there is only a partial release of the findings, the portion that is released must not in anyway contradict the portions that are not released.

It should be noted that if after commissioning a survey and paying for it, the client decides not to publicize the findings, that is the client's privilege and right. If the client chooses to withhold all findings, that is fine. Problems often occur when clients desire to release only part of the findings. Many survey research organizations will not permit partial release of the results of studies in which they were involved without some explanation as to why some of the results are being withheld.

Further questions regarding these guidelines for public disclosure of survey results may be directed to Dr. Walter Lindenmann, Senior Vice President and Director of Research, Ketchum Public Relations, 1133 Avenue of the Americas, New York, NY 10036. The direct dial telephone number is 212/536-8765.

B. Code of Ethics, American Association of Public Opinion Research

AMERICAN ASSOCIATION FOR PUBLIC OPINION RESEARCH
CODE OF PROFESSIONAL ETHICS AND PRACTICES

We, the members of the American Association for Public Opinion Research, subscribe to the principles expressed in the following code. Our goals are to support sound and ethical practice in the conduct of public opinion research and in the use of such research for policy and decision-making in the public and private sectors, as well as to improve public understanding of opinion research methods and the proper use of opinion research results.

We pledge ourselves to maintain high standards of scientific competence and integrity in conducting, analyzing, and reporting our work in our relations with survey respondents, with our clients, with those who eventually use the research for decision-making purposes, and with the general public. We further pledge ourselves to reject all tasks or assignments that would require activities inconsistent with the principles of this code.

THE CODE

I. Principles of Professional Practice in the Conduct of Our Work

A. We shall exercise due care in developing research designs and survey instruments, and in collecting, processing, and analyzing data, taking all reasonable steps to assure the reliability and validity of results.

1. We shall recommend and employ only those tools and methods of analysis which, in our professional judgement, are well suited to the research problem at hand.

2. We shall not select research tools and methods of analysis because of their capacity to yield misleading conclusions.

3. We shall not knowingly make interpretations of research results, nor shall we tacitly permit interpretations that are inconsistent with the data available.

4. We shall not knowingly imply that interpretations should be accorded greater confidence than the data actually warrant.

B. We shall describe our methods and findings accurately and in appropriate detail in all research reports, adhering to the standards for minimal disclosure specified in Section III.

C. If any of our work becomes the subject of a formal investigation of an alleged violation of this Code, undertaken with the approval of the AAPOR Executive Council, we shall provide additional information on the survey in such detail that a fellow survey practitioner would be able to conduct a professional evaluation of the survey.

II. Principles of Professional Responsibility in Our Dealings With People

A. The Public:

1. If we become aware of the appearance in public of serious distortions of our research, we shall publicly disclose what is required to correct these distortions, including, as appropriate, a statement to the public media, legislative body, regulatory agency, or other appropriate group, in or before which the distorted findings were presented.

B. Clients or Sponsors:

1. When undertaking work for a private client, we shall hold confidential all proprietary information obtained about the client and about the conduct and findings of the research undertaken for the client,

except when the dissemination of the information is expressly authorized by the client, or when disclosure becomes necessary under terms of Section I-C or II-A of this Code.

2. We shall be mindful of the limitations of our techniques and capabilities and shall accept only those research assignments which we can reasonably expect to accomplish within these limitations.

C. The Profession:

1. We recognize our responsibility to contribute to the science of public opinion research and to disseminate as freely as possible the ideas and findings which emerge from our research.

2. We shall not cite our membership in the Association as evidence of professional competence, since the Association does not so certify any persons or organizations.

D. The Respondent:

1. We shall strive to avoid the use of practices or methods that may harm, humiliate, or seriously mislead survey respondents.

2. Unless the respondent waives confidentiality for specified uses, we shall hold as privileged and confidential all information that might identify a respondent with his or her responses. We shall also not disclose or use the names of respondents for non-research purposes unless the respondents grant us permission to do so.

III. Standard for Minimal Disclosure

Good professional practice imposes the obligation upon all public opinion researchers to include, in any report of research results, or to make available when that report is released, certain essential information about how the research was conducted. At a minimum, the following items should be disclosed:

1. Who sponsored the survey, and who conducted it.
2. The exact wording of questions asked, including the text of any preceding instruction or explanation to the interviewer or respondents that might reasonably be expected to affect the response.
3. A definition of the population under study, and a description of the sampling frame used to identify this population.
4. A description of the sample selection procedure, giving a clear indication of the method by which the respondents were selected by the researcher, or whether the respondents were entirely self-selected.
5. Size of samples and, if applicable, completion rates and information on eligibility criteria and screening procedures.
6. A discussion of the precision of the findings, including, if appropriate, estimates of sampling error, and a description of any weighting or estimating procedures used.
7. Which results are based on parts of the sample, rather than on the total sample.
8. Method, location, and dates of data collection.